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ABSTRACT

Within this document, and presented in their entirety, are five reports which depict differing views of Delaware County Community College (DCCC) from 1974 through 1980. The reports consist of both historical and predictive data, evolved from staff work related to long and short range planning. The general framework for this activity revolved about the American Management Association planning process interacting with the National Center for Higher Education Management Systems (NCHEMS) products. The individual reports comprising the document include: (1) Long Range Planning at DCCC 1975-1980; (2) The Institutional Plan 1977-78; (3) Information Exchange Procedures, Data Formats and Definitions for DCCC Fiscal Year 1974-1975, utilizing the Information Exchange Procedures (IEP) developed by NCHEMS, a set of standard definitions and procedures for collecting data about disciplines and student degree programs, outcomes of instructional programs, and institutional characteristics; (4) A Costing Profile of Instructional Activities at DCCC for the 1974-75 Fiscal Year (instructional costs by discipline, student costs by year, program full cost per student credit hour); (5) A Summary of 1974-75 and 1975-76 Instructional Credit Hour Activities and Projections for 1976-77 and 1977-78. The reports are intended to serve as examples of differing types of data which are available for planning and management when management products are combined with planning processes. (JDS)

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AN EXAMPLE OF PLANNING/MANAGEMENT REPORTS PRODUCED AT DELAWARE COUNTY COMMUNITY COLLEGE IN CONJUNCTION WITH AMERICAN MANAGEMENT ASSOCIATION (AMA) PROCESSES AND NATIONAL CENTER FOR EDUCATION MANAGEMENT SYSTEMS (NCHEMS) PRODUCTS

Richard L. Spencer

JC 760 566

PREFACE

Throughout the past year, the staff at Delaware County Community College have spent a considerable amount of time and effort in an attempt to construct a planning/management environment as an aid to future College operations.

The general framework for this activity has revolved about the American Management Association (AMA) planning process interacting with the National Center for Education Management Systems (NCHEMS) products. Within this document, and presented in their entirety, are several reports which depict differing views of the College from 1974 through 1980. They consist, of course, of both historical and predictive data; and, they evolved from staff work relating to long and short range planning.

These are to serve as a representative example of differing types of data which are available for planning and management when management products are combined with planning processes.

The next step at DCCC is the implementation of a more complete planning/management framework through funds provided by a recent AIDP Grant.

CONTENTS

Preface i

Long Range Planning at DCCC 1975-1980 1

The Institutional Plan, 1977-78 2

Information Exchange Procedures for DCCC 3

A Costing Profile of Instructional Activities 4

Summary and Projection of Instructional Credit Hour Activities 5

LONG RANGE PLANNING

AT

DELAWARE COUNTY COMMUNITY COLLEGE

1975-1980

Participants

American Management Association
DCCC Board Members
College Representatives

5

July 1976

CONTENTS

PART I

Introduction 1

Operational or Short Range Planning. 1

Long Range Planning. 4

Integration of Short Range Planning with Long Range Planning 5

PART II

Where We Are 7

Policy Guidelines. 7

Beliefs. 8

Environmental Analysis 8

Developmental Areas. 12

Critical Issues. 13

Key Performance Areas. 14

PART III

Where We Want To Go. 15

Mission. 15

Strategic Objectives 15

PART IV

How We Are Going To Get There. 17

Strategies 17

PART V

Summary. 19

Appendix I - The Team Planning Process 21

Appendix II - Key Performance Areas. 24

PART I

Introduction

The process of planning at DCCC is intended to gather information for analysis leading to decisions that will enhance College development. Through the efforts of the Board of Trustees, administrative officers, faculty, students and community, the results of such a process will produce specific plans for short and long range program development. It is generally recognized by those concerned that the planning process will directly influence College development.

The planning process at DCCC is currently separated into two distinct areas: 1) operational or short range planning; and 2) long range planning. Short range planning is being carried out in a 20-month cycle guided by the development of a Planning, Programming, Budgeting System calendar. Long range planning is currently under review; however, the initial phases of implementation are completed and presented within this document.

Operational or Short Range Planning

Operational planning at DCCC focuses upon primary and secondary dates, functions, and responsibilities. Primary dates and functions are defined as those major "all college" items which must be completed at appropriate times in order for the College to operate. Secondary dates and functions are those set by major administrative offices which refer to their responsibility and which relate to primary functions.

The operational planning of the College revolves about a 20-month planning cycle which is depicted in Figure 1. This calendar is issued

PRELIMINARY DRAFT
DELAWARE COUNTY COMMUNITY COLLEGE
Planning/Management System
Academic Year 1977-78
(20 Month Cycle)

PRIMARY DATES AND FUNCTIONS

January to May 1976

Prepare 1977-78 institutional goals and plan. (President's Staff)

Prepare 1977-78 enrollment plan. (President's Staff)

Approve 1977-78 institutional goals and plan. (Board of Trustees)

Approve 1977-78 enrollment plan. (Board of Trustees)

Approve 1977-78 college calendar. (Board of Trustees)

Approve 1977-78 institutional program and unit goals. (President)

June 1976

July 1976

Approve preliminary 1977-78 formula budget. (President)

August 1976

Submit 1977-78 budget estimate to State. (Business Office)

September 1976

Present preliminary 1977-78 budget data to Finance Committee. (Business Office)

October 1976

Present preliminary 1977-78 budget data to Sponsor's Liaison Representatives. (President)

November 1976

Submit 1977-78 budget to Finance Committee. (Business Office)

December 1976

Present 1977-78 budget to Board of Trustees for approval. (President)

SECONDARY DATES AND FUNCTIONS

January to May 1976

June 1976

Prepare preliminary 1977-78 formula budget. (Business Office)

July 1976

Start 1977-78 line item budget preparation. (Business Office)

August 1976

Submit 1977-78 unit budget data to Business Office. (Areas)

Prepare preliminary 1977-78 budget data for Board presentation. (Business Office)

September 1976

Hegis reports requirements received. VARIOUS RESPONSE DATES. (President's Staff)

Update enrollment actual & projections (Planning)

October 1976

Issue final examination schedule for Fall 1976. (Instruction)

Summer Degrees awarded. (Instruction)

November 1976

Issue Advisement schedule for Intersession & winter 1977. (Instruction)

Course offerings for intersession & winter term 1977 issued. (Instruction)

Issue registration schedule & instructions for intersession & winter 19 '7 term. (Planning)

December 1976

Recommendation for Faculty promotions. (Instruction)

Figure 1

January 1977

1977-78 budget approved by Board of Trustees.

Hold Meetings with Sponsors on 1977-78 budget. (President)

Classes begin for winter term 1977.

February 1977

Sponsors approve 1977-78 budget.

March 1977

Sponsors approve 1977-78 budget.

April 1977

Sponsors approve 1977-78 budget.

Ratify new and returning 1977-78 staff employment contract. (Board of Trustees)

May 1977

June 1977

July 1977

Make annual report to the Board of Trustees. (President)

August 1977

September 1977

Classes begin for Fall Term 1977-78 Academic Year.

January 1977

Ratify Intersession Employment Contracts by Board of Trustees.

Release college catalog, 1977-78 to printer. (Community Relations)

February 1977

Fall Degrees Awarded. (Instruction)

Update enrollment actuals & projections. (Planning)

Ratify coadjutant employee contracts. (Board of Trustees)

March 1977

Issue Examination schedule for winter 1977. (Instruction)

Issue advisement schedule & instructions for students returning for Fall term 1977. (Instruction)

Course offerings for Summer sessions & Fall term 1977 issued. (Instruction)

Issue registration schedule & instruction for Summer session & Fall 1977 term. (Planning)

April 1977

Compile annual report to the Board of Trustees. (President's Staff)

Complete personnel evaluations. (Areas)

Submit copy of approved 1977-78 budget to State. (Business Office)

Submit new & returning staff employment contracts to Board of Trustees. (Business Office)

May 1977

Submit requests for graduate study tuition. (Areas)

Issue final Examination schedule for Spring 1977. (Instruction)

COMMENCEMENT

June 1977

July 1977

Issue Final Examination Schedule for Summer 1977. (Instruction)

August 1977

September 1977

Ratify coadjutant employee contract for Fall term. (Board of Trustees

in January of every year to officially initiate the planning related to the academic year twenty months hence. An important technical process integrated with short range planning is the implementation of the National Center for Education Management Systems' (NCHEMS) Costing and Data Management System as well as their Resource Requirement Prediction Model (RRPM 1.6). When the planning which is suggested within the calendar is integrated with NCHEMS products, feasible courses of action are formulated through a systematic consideration of alternatives. The end result is a line-item budget prepared through program considerations.

Long Range Planning

A long range planning group comprised of Trustees, executive officers, and administrators was established at the College early in 1975. Assisted by the American Management Association (AMA), the group has followed a quasi-structured format in reviewing previous goals and objectives of the College.[1]

This process is a step-by-step procedure through the following areas: Mission, Policy Guidelines, Beliefs, Environmental Analysis, Developmental Area, Critical Issues, Key Performance Areas, Objectives, and Action Planning. Implementation of the College long range plan will give fairly specific direction for operational short range planning and resource allocation.

An unanticipated result of this first planning process has been an increased awareness of the needs for further development. Two particular areas of concern include: 1) the need for more meaningful

[1] See Appendix I for further information about the AMA planning process.

involvement to extend to all professional groups with the College; and 2) the need for reliable, timely, and valid data to provide the pertinent background upon which to base the planning process.

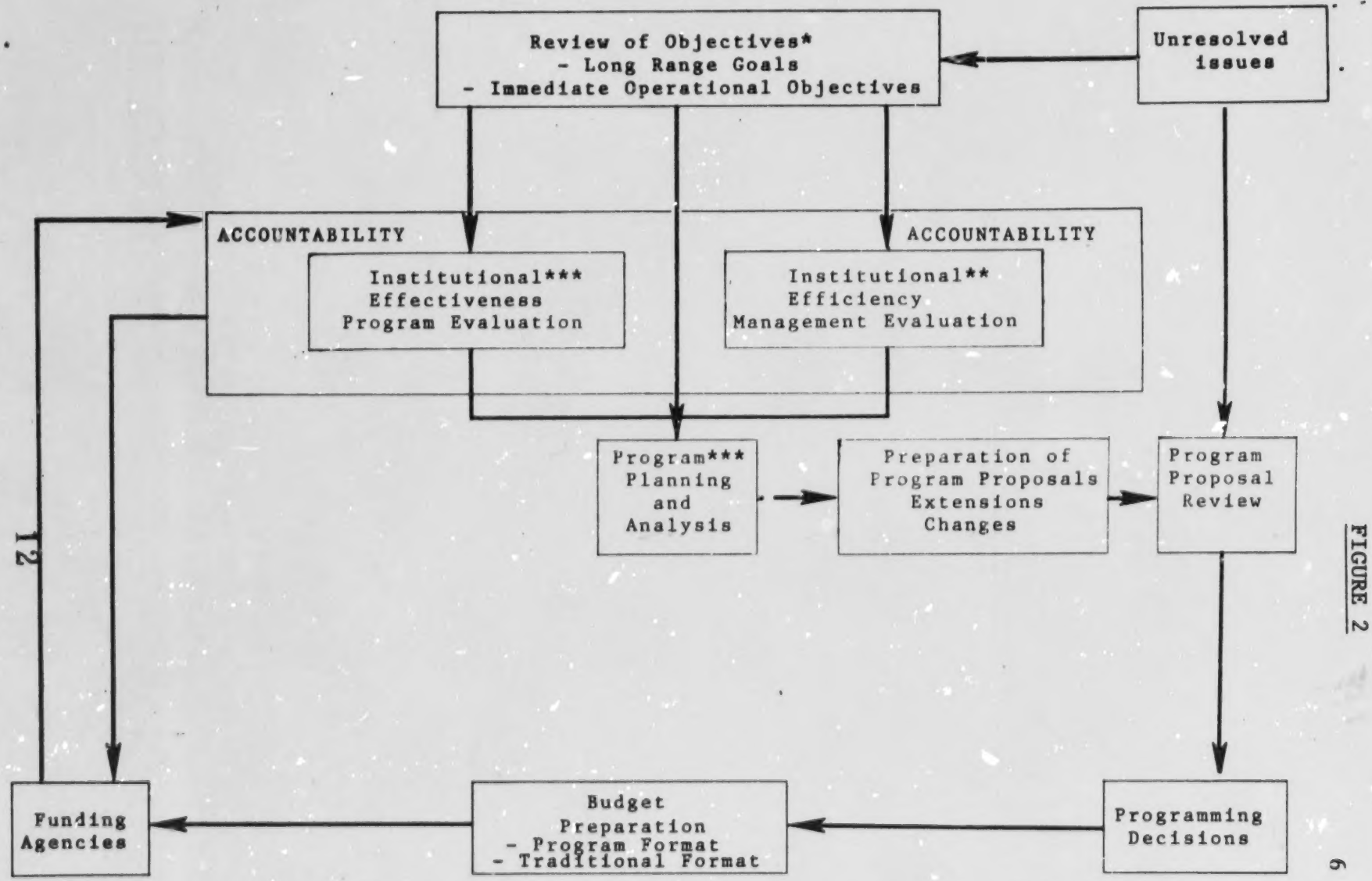
Integration of Short Range Planning with Long Range Planning

The flow and relationship of short range operational planning with long range planning is depicted in a Planning, Management, and Evaluation (PME) flowchart in Figure 2. It is evident in this process that long range planning provides the impetus for planning and budgeting within the short range (20 month) cycle.

In many colleges and universities the long range and short range planning processes have developed somewhat independent of one another; however, we are searching for a process which will more closely relate these two components. We believe that maximum efficiency and effectiveness will be achieved through a meshing rather than a separation.

The remainder of this planning document will revolve about the issues of where we are, where we want to go, and how we are going to get there.

PLANNING, MANAGEMENT, AND EVALUATION (PME) CYCLE



* Direct AMA Involvement
** Direct NCHEMS Involvement
*** AMA and NCHEMS Involvement

FIGURE 2

PART II

Where We Are

Policy Guidelines

> Statements representing the consensus of the management as to courses of action which are unacceptable or should be avoided, or courses of action which must be followed in future planning.[2]

1. The College will only offer first and second year courses in the College and University Transfer Program.
2. Preference will be given to students from local sponsoring school districts. Students from non-sponsoring areas will be required to pay all of the costs normally assessed to the local sponsor.
3. Admissions will be accepted on a first-come, first-serve basis, within the financial and program limitations of the College.
4. All program offerings shall be based on the overall needs of the community as assessed by the College.
5. The College shall maintain its status as a non-residential, community, teaching institution.
6. As a community-centered institution, the College will be a resource to the community and the community will be a resource to the College.
7. The College will not develop programs or services which unnecessarily duplicate those already offered by other agencies in Delaware County.
8. "Student Activities" shall be funded through fees assessed to students.
9. All groups within the College shall have an opportunity to contribute information pertaining to those long range decisions affecting their areas of responsibility.
10. The College shall stress better classroom and institutional management in its continuing effort to achieve quality.

[2] This is an AMA definition. Note that these appear with frequency throughout the remainder of this document.

Beliefs

Mission related tenets of educational philosophy underlying policy guidelines.

As a community-centered educational institution, Delaware County Community College believes that:

1. Life styles are enriched through education.
2. Educational institutions have an obligation to help citizens achieve individual potential.
3. Education creates more productive citizens and encourages personal awareness and individual development.
4. A community-centered educational institution can make a significant contribution to the economic, social, political, and cultural welfare of the community.
5. Everyone can benefit in some way from education.
6. Every citizen should have access to education beyond the secondary school level.
7. An educational institution should provide a humanistic environment recognizing individual dignity and worth.
8. Citizens who make appropriate career choices tend to lead more productive and satisfying lives.
9. An educational institution should provide individuals with opportunities to include in their respective career plans: 1) preparation for gainful employment; 2) intellectual growth through development of interests outside their vocational pursuits; and 3) physical and emotional well-being through the development of life-time hobbies.

Environmental Analysis

The identification of major environmental factors which may have a present or future impact on the organization. Characteristically the organization has little control over these factors; therefore, the management must develop agreed-to assumptions about these factors and how they may affect--positively or negatively-- the future of the organization.

During the next five years, the College is anticipating various changes in the student body, both in terms of their own background characteristics and the concomitant effect their coming to the College should have on the programs and services of the College.

In summarizing the current status of the student population, the following should be considered as descriptive:

The College population is mostly from areas within Delaware County that sponsor the College. The students tend to be first generation college students from middle and lower middle class homes. Parental occupational level tends to be semi-skilled, skilled, semi-professional, managerial, and sales. If the student is full-time, he tends to have a part-time job on or off campus and approximately 40% of all students receive some form of financial aid. The College student body is composed of two primary groups - recent high school graduates (ages 17-20) who comprise 41% and tend to be full-time students, and older persons (ages over 21) who comprise 59% and tend to enroll on a part-time basis. However,, 33% of the students over 21 years are enrolled full-time. Approximately 20% of the students are women over 21 years (which is 45% of all women students). Approximately 13% of the students are veterans who are enrolled, 60% part-time and 40% full-time. The student body is predominantly white with approximately 7% of the students categorized as minority.

Of 2586 part-time students (53% of Fall, 1975 enrollment), 85% (2193 students) are enrolled exclusively in the evening. Over 25% of the students attended private or parochial high schools (Catholic) and 5% hold High Equivalency Certificate. The recent high school graduate tends to have a "C" average in high school and an ACT test score which is less than the national average for two year colleges. Older students tend to have not considered college seriously in the past and by their reports were not considered "college material" when in high school.

Although the college level matriculated students (2335 students or 46% of student body) tend to enroll more frequently in college and university parallel or transfer programs, a considerable percentage (44%) are matriculated in occupational programs. The most frequent curricular majors for matriculated students are: Liberal Arts (34%), Occupational Business Cluster Programs (19%), Business Administration (15%), and Public Service Cluster Programs (13%). Nineteen percent of the matriculated students enroll in all other curricular programs.

In the non-matriculant categories, 1110 students or 23% of all students are developmental while 31% (1521 students) are mostly part-time non-matriculated students. It is estimated that approximately 50% of all entering students are at the time of admission considered weak in one of four academic areas (mathematics, reading, English or science) and approximately one-half of these students

are currently taking developmental (remedial) courses during the first term of enrollment.

Approximately 50% of the students return for a third semester of enrollment while approximately 20% persist and graduate or accumulate sufficient credits to be eligible for graduation.

The changes anticipated in the next five years include:
(1) Increased enrollment to approximately 6300 to 7700 heads and approximately 4700 to 5600 FTE students by 1980. The higher estimates are based upon full county sponsorship.
(2) Probability of county sponsorship creating the higher enrollment suggested in #1 above.
(3) Significantly increased disadvantaged and minority enrollment due to county sponsorship.
(4) Continued increase in percentage of older, part-time evening students.
(5) Greater percentages of the less academically qualified students with unrealistic career and educational aspirations.
(6) Increasing demand in the occupational program areas of curriculum.
(7) Increasing needs for financial aid.

The changes experienced during the last few years, compounded by the apparent trends and anticipated changes in sources and characteristics of the student population, have and will continue to call for specific changes in the educational program of the College. The dynamic nature of the situation clearly indicates the need for change, especially when the nature of students coming and expected

to come to the College are considered.

Developmental Areas

> Shortages, deficiencies or major problems which make it difficult to achieve the mission and objectives of the organization. Developmental Areas should be concerned with underlying causes, not symptoms. These areas should not include day-to-day problems which can be resolved by an immediate decision or problems characteristic of any well-performing organization.

The following areas were identified as needing further development in order to achieve a greater degree of success in pursuing the educational goals of the College.

Items 1-5 appeared with most frequency and are rank ordered.

1. Improve management by identifying proper role relationships at all levels including the Board of Trustees (responsibilities, duties, authority, relationships to other people, standards of performance, performance review, correction, communication).

2. Create and implement a system for establishing priorities.

3. Improve operational procedures to allow for adequate planning, evaluation, accountability, and follow-through.

4. Investigate means to provide services on a community-wide basis.

5. Develop methods to enhance the image of community colleges in general and further establish the identity of DCCC in the County.

Items 6-17 are identified but not ranked.

6. Take steps to improve existing facility limitations, e.g., physical education, performing arts, etc.

7. Examine high and increasing tuition costs in comparing with other community colleges in the State.

8. Improve the College's position regarding financial predictability and vulnerability.

9. Improve timetable for preparation of the budget.

10. Identify and remedy low morale apparent in some key areas.

11. Establish programs and policies to overcome "impersonal management" image.

12. Determine reasons for excessive turnover in some areas and decide on appropriate action.

13. Investigate means of improving State support of the College.

14. Establish more definitive criteria for assessing and evaluating educational needs of the community.

15. Improve efficiency in procedures.

16. Improve the effectiveness of institutional governance structure.

17. Develop a comprehensive program of faculty evaluation which includes a systematic assessment of teaching by students.

Critical Issues

List of the major controversial issues within the organization on which a management consensus can only be achieved with significant compromise. Tend to be issues which affect the basic definition of organizational purpose.

1. The role of Physical Development Programs within the College, i.e., athletics, instruction, and recreation.

2. Establish and define the role of the Board of Trustees in the affairs and operation of the College.

3. Maintaining the College's commitment to an open admissions policy.

4. Commitment of the College resources to Developmental Education.

5. Commitment of the College resources to Occupational Education.

6. Consideration of facts concerning the possible expansion of the geographical area served by the College.

7. Determine extent of unused plant and facilities, and formulate plans for further utilization.

8. How should the Board of Trustees continue to effectively manage the institution with the existence of the employee unions?

Key Performance Areas

Areas of performance most critical to the long-term success of the organization. Continued failure in any of these areas would seriously jeopardize future survival.

1. Enrollment
2. Costs
3. Facilities
4. Management
5. Sponsorship Expansion
6. Attrition

PART III

Where We Want To Go

Mission

> The mission is the broadest, most comprehensive statement that can be made about central or continuing purpose. The chief function or responsibility of an organization which justifies continuing support of the organization by society and which provides initial direction for the management or administration of the organization. The purpose of the mission statement is to provide a focus for the resources of the organization.

The mission of Delaware County Community College is to offer educational programs and services which are comprehensive, accessible, flexible and community-centered in order to enhance the development of our community and its residents.

Strategic Objectives

1. Management Systems shall be developed and maintained to optimize effectiveness and efficiency of College programs and services.
2. Appropriate programs and services shall be offered so that students enrolled and continued in programs consistent with their educational needs.
3. Opportunities at the College shall be extended to all residents of Delaware County on an equitable basis.
4. Adequate facilities shall be provided for educational programs and services.

The above listed strategic objectives were selected, from a larger list, in their order of importance as being those most worthy for implementation.[3] The others would be reviewed annually and

[3] See Appendix II for a complete list of strategic objectives.

either be replaced or added to the implementation list. Also, during this annual review, new objectives could be suggested for implementation.

PART IV

How We Are Going To Get There

Strategies

Broad courses of action designed to achieve strategic objectives.

A. Management Systems shall be developed and maintained to optimize effectiveness and efficiency of College programs and services.

1. Buy management systems.
2. Buy services from a management service bureau.
3. Develop a management system.
4. Develop a management system with appropriate help.

B. Appropriate programs and services shall be offered so that students are enrolled and continued in programs consistent with their educational needs.

1. To develop and maintain an evaluation system that will lead to the offering of programs and courses meeting the educational needs of the students.
2. To develop and maintain a retention system that will lead to the offering of programs and courses meeting the educational needs of the students.
3. Implement Advanced Institutional Development Program (AIDP).

C. Opportunities at the College shall be extended to all residents of Delaware County on an equitable basis.

High Priority

1. County government sponsorship.
2. Total County sponsorship through municipalities.
3. State subsidy of community colleges.
4. Increase contracted educational services.
5. Federal assistance programs.

Medium Priority

1. Total County school district sponsorship.

2. Increase extension centers, etc.

Low Priority

1. Charge back (legislation).

2. College direct tax (legislation).

3. Financial aid for "non-sponsored" students.

4. State operation of community colleges.

D. Adequate facilities shall be provided for educational programs and services.

1. To construct new facilities.

2. Obtain off-campus facilities.

PART V

Summary

The process of planning at DCCC is intended to gather information for analysis leading to decisions that will enhance College development. This process is currently separated into two distinct areas: 1) operational or short range planning; and 2) long range planning. In many colleges, these components have developed independently of one another; however, DCCC intends to closely relate these components with the belief that maximum efficiency and effectiveness will be achieved through a meshing rather than a separation.

A long range planning group comprised of Trustees, executive officers, and administrators was established at the College early in 1975. Assisted by the American Management Association (AMA), the group followed a quasi-structured format in order to produce a long range plan for the years 1975-1980.

Four strategic objectives were selected by the planning group as appropriate for implementation during the 1975-1980 timeframe. These are as follows:

1. Management Systems shall be developed and maintained to optimize effectiveness and efficiency of College programs and services.
2. Appropriate programs and services shall be offered so that students are enrolled and continued in programs consistent with their educational needs.
3. Opportunities at the College shall be extended to all residents of Delaware County on an equitable basis.
4. Adequate facilities shall be provided for educational programs and services.

AMA has recommended that this group meet again in November, 1976, to evaluate progress to date and to review strategic objectives as to their appropriateness for the remainder of the period (1975-1980).

APPENDIX I

THE TEAM PLANNING PROCESS

PURPOSE

To increase a management team's desire and ability to develop and maintain an effective management system. Participants may expect observable improvement in relation to the following.

SUCCESS CRITERIA

1. A Team - A group characterized by:

   a) A commitment to results.
   b) A commitment to a common body of objectives.
   c) A common language.
   d) A candid environment.

2. A Plan - A specification of what will be done, by whom, by when, for what purpose--consistent with longer term considerations.

3. Planning Skills - The ability to:

   a) Differentiate between ends and means.
   b) Develop realistic strategies in light of environment and resources available.
   c) Delegate effectively without abdication.
   d) Create an organizational climate which enhances each individual's desire and ability to contribute to organizational objectives.

THE TEAM PLANNING PROCESS PROCEDURE

Essentially, the team process consists of:

1. Detaching the chief school officer and his top managers from their daily jobs to enable them to concentrate on developing their planning skills.

2. Placing the team in an environment conducive to an intensive study and solution of organization's planning problems.

3. Providing skilled guidance and controlled direction throughout the planning process so that top management acquires the skills to produce and implement a workable long-range educational plan.

THE FIRST STEP IN THE PROCESS

Following the decision to participate in the Center's Team Planning Process, a meeting is arranged with the Team Director. At this meeting, the chief school officer and the Director agree on the make-up of the executive team which will be involved in the planning process. The Director outlines the content and purposes of the planning process, reviews the organization's previous experience in planning, obtains existing plans, if available, and requests pertinent background information on the organization. The director and the CSO may also agree upon some preliminary work assignments to facilitate progress during the first week's meetings.

FIRST FIVE-DAY SESSION

The objectives of this week are to:

1. Agree upon a definition of the nature of the organization, the policies which guide its future development, its organization and manpower resources, and its fundamental characteristics.

2. Analyze existing resources and identify strong areas that can be exploited--and weak areas that should be strengthened.

3. Establish tentative objectives for the long-term continuing development of the organization and specific targets to be reached during the planning period.

4. Determine what kinds of additional information will be needed about specific aspects of the organization to evaluate possible courses of action.

5. Assign specific data-gathering tasks to members of the team, and realistic due dates for assembling this data. On the basis of these due dates, the organization will schedule its second five-day session.

INTERSESSION FOR DATA GATHERING

The length of time between the two sessions is determined by the quantity and availability of the information required. This interim ranges from two to six months. While it should be kept as short as possible to conserve the momentum of the process, it is essential that all necessary input data be converted into, and presented, in a meaningful form--before the second session begins.

The input data is submitted to the Director at least three weeks before the second session. Depending on the firmness of the tentative objectives set in the first week, teams may also wish to assemble data for alternative strategies to achieve objectives.

THE SECOND FIVE-DAY SESSION

Following the data-gathering phase, the planning team has analyzed enough information to be able to recognize significant internal trends--and their relationship to outside influences. It is now ready to:

1. Define planning "gaps"--the difference between where the organization is going and where it wants to go.

2. Modify preliminary objectives.

3. Analyze alternative courses of action.

4. Break down strategic courses into specific action assignments, listing exact standards of performance and estimated times of completion.

5. Design specifications for supplementary planning efforts to be carried out in subordinate units of the organization.

6. Agree on the timing, degree of detail and format in which planning decisions will be communicated by top management to other areas of the organization.

7. Develop a guide for future planning.

KEY PERFORMANCE AREA
(critical to long-term success)

COLLEGE

Key Performance Indicators
(to measure level of performance)

EFFICIENCY	EFFECTIVENESS
1. Income	1. Student satisfaction with College
2. Expenditures	2. Community satisfaction with College
3. Manpower ratios	3. Sponsor satisfaction with College
4. Income/Credit Hours / Full Credit Hour Cost	4. Employee satisfaction with College
5. Instructional salaries to other salaries and total overhead	

STRATEGIC OBJECTIVES (levels of performance)	TREND DATA (historical)	BASE LINE DATA (present)	PLANNING GAP (difference between objectives and base line)
ENROLLMENT ● To meet FTE fiscal year enrollment as follows through 1979-80.* Fiscal Year / Total FTE / % 75-76 4000 36 76-77 4425 11 77-78 4575 3 78-79 4875 7 79-80 5100 5 * Per current sponsorship & includes all FTE generated. These are "people demand" projections based upon constant return rate & decreasing rate of new students.	1970-71 2138 FTE 1971-72 2336 FTE 1972-73 2476 FTE 1973-74 2606 FTE 1974-75 3020 FTE	1974-75 FTE fiscal year enrollment: 3020	Difference 75-76 980 FTE 76-77 425 FTE 77-78 150 FTE 78-79 300 FTE 79-80 225 FTE (Leveling off from 1980-85, then decreases begin)

- To distribute students among programs equal to their needs by 1979-80.*

	1.1	%	1.2	%	1.3	%	1.4	%
74-75	1128	37	1087	36	368	12	437	15
75-76	1485	37	1340	34	425	11	750	18
76-77	1610	36	1615	36	425	10	775	18
77-78	1600	35	1700	37	425	9	850	18
78-79	1660	34	1890	38	425	9	900	18
79-80	1735	34	2010	38	425	8	930	18

*This table indicates ACT 173 FTE's.

	FTE's	Claimed
74-75	770	26%
75-76	1100	28%
76-77	1300	29%
77-78	1360	30%
78-79	1520	31%
79-80	1610	32%

COSTS

- To keep fiscal year FTE operating cost increases equal to or less than the rate of inflation through 1979-80.

Fiscal Year	FTE Cost
75-76	$1331
76-77	1347
77-78	1367
78-79	1387
79-80	1400

- To maintain total income at least equal to expenditures in all fiscal years.

	74-75	
1.1	1128	37%
1.2	1087	36%
1.3	368	12%
1.4	437	15%
	3020	

	74-75	
1.1	1128	37%
1.2	1087	36%
1.3	368	12%
1.4	437	15%
	3020	

1. Developmental and Basic will remain a constant percentage.
2. Community Education will be a decreasing percentage but a constant FTE.
3. College & University Parallel will decrease as a percentage of the total but increase in students.
4. Occupational will increase as a percentage of the total and students.

1970-71	$1068
1971-72	1167
1972-73	1209
1973-74	1288
1974-75	1353
1975-76	1331

1975-76 FTE cost: $1331

Difference	Year
76-77	$16
77-78	20
78-79	20
79-80	13

1975-76 Income = Expenditures: YFS, at $1500 State FTE Base

If $1500 Base is constant, then Income = Expenditures through 1979-80.

• To keep student cost as low as possible.	1970-71 $ 372 1971-72 404 1972-73 416 1973-74 442 1974-75 482 1975-76 528 1976-77 480	1975-76 Tuition : $528	
FACILITIES			
• To utilize plant and resources at optimum use for both student and community by 1979-80.			Modify existing buildings
• To provide adequate new facilities needed for current identified needs.			Physical Development Center, Performing/Fine Arts Center.
• To modify facilities for instructional purposes as related to enrollment.			Modify facilities related to developmental and occupational enrollments.
• To provide facilities related to community based mission.			Physical Development Center, Performing/Fine Arts Center, Modify existing buildings.
MANAGEMENT			
• To increase all levels of administrative effectiveness and efficiency.		AMA Planning Sessions, AMA Performance Standards, NCHEMS Costing & Data Management System.	Completion of these programs.
SPONSORSHIP EXPANSION			
• Geographical Expansion		Present school districts.	All school districts, County, Beyond County.

ATTRITION

- **Reduce "negative" attrition.**

Negative attrition - Students withdrawing or not returning to the College due to factors relating to possible deficiencies in the College's programs and services.

Class Size	Term Entered	1 Yr. Later	Retention
1130	9-70	617	55%
1195	9-71	570	48%
1032	9-72	542	52%
1235	9-73	581	47%
1485	9-74	742*	50%*

* Projected

Persistence of a student during the period of intended enrollment.

DELAWARE COUNTY COMMUNITY COLLEGE

THE INSTITUTIONAL PLAN, 1977-78

President's Staff

January-June
1976

CONTENTS

PART I

Philosophy 1

Mission. 1

Long Range Institutional Purposes. 2

Accessibility 2

Comprehensiveness 3

Community-Centeredness. 7

Flexibility 7

1977-78 Goals and Objectives 9

PART II

Total College Enrollment Plan. 12

Enrollment Plan by Curriculum. 13

Session Calendar 14

THE INSTITUTIONAL PLAN, 1977-78

PART I

Philosophy

The Delaware County Community College is committed to the comprehensive community college philosophy of meeting the post-high school educational needs of the community it serves. Within this area of responsibility and available resources, the College is dedicated to the policy of providing educational opportunities that will permit the youth and adults of the area to enrich their lives, develop themselves personally, and advance their careers to the limit of their desires and capabilities.

The role of the College is to offer programs and services for which it is particularly capable. It seeks to complement, not duplicate unnecessarily, those offered by other community institutions and agencies.

Mission

The mission of Delaware County Community College is to offer educational programs and services which are comprehensive, accessible, flexible and community-centered in order to enhance the development of our community and its residents.

Long Range Institutional Purposes

In adopting this statement of goals, the Board of Trustees wishes to provide the staff of the College with additional guidance for carrying out the mission of the College as set forth in the College Philosophy. They are long range aspirations, which can come closer to reality as we give them attention and emphasis.

The mission states that the College should be accessible, comprehensive, community-centered and flexible. Each of these major concepts need further definition in order that the joint efforts of all concerned can be directed most effectively.

Accessibility

In stating the goal of accessibility, the Board desires that the College be geographically, economically, socially and educationally accessible to citizens of the community. Facilities are now and should continue to be conveniently located with respect to geographical and population centers of the area serviced, for a community college is an institution for commuters. The College should make every effort, in programs of financial assistance, to ensure that no applicant is denied admission to the College because of lack of funds. Educationally, the door of the College should be open to students with a wide diversity of backgrounds and

abilities. Further diversity should be encouraged by making the College socially accessible to stimulate attendance by those who otherwise would not aspire to higher education.

Comprehensiveness

To be fully comprehensive means that the institution should be comprehensive in Instructional Programs, in Student Services, and in Educational Methods. In doing so, the College aims to be student-oriented rather than institution-oriented. To be comprehensive in programs is to provide a broad range of offerings in response to student and community needs. In addition, student services are comprehensive when they provide the individual student not only a range of service but an integrated program aimed at assisting each student toward increasing maturity and personal development in his collegiate years. Comprehensiveness in method means that instruction should be presented in the most appropriate manner for the diversity of individuals and disciplines involved.

Recognizing that its Philosophy encourages the enrollment of people with differing abilities and objectives, the College will strive to offer a wide variety of curricula and courses. The College also recognizes that its basic Philosophy necessitates the inclusion of opportunities for experiences which will assist in the development of a more broadly educated person who has a better grasp of the interrelationship of

knowledge fields, can think and express himself more effectively, can make more relevant judgements and discriminate among values, and can make more appropriate applications of his knowledge. These opportunities to achieve commonly accepted goals of a good general education will be provided to the student in all of his activities at the College throughout his total College experience.

Once a student has clarified his career direction, the College will attempt to help him create, where feasible, an individually tailored curriculum from among those courses which the College offers. Recognizing that the process of education is a uniquely individual affair, the College should publish curricular patterns of courses only as guidelines to assist students in meeting minimum requirements in preparation for specific career objectives or the requirements of other institutions or agencies.

In striving to be comprehensive, the College should provide:

* Courses whose purpose is to provide basic skills and knowledge for students to enable them to qualify for admission to the other programs. (Basic Education)
* Courses of a remedial nature designed with the objective of helping students to qualify for admission to a College and University Parallel, an Occupational or General Program. (Developmental Education)
* General Education curricula of two years or less duration which are designed as discreet educational

programs for students desiring additional education beyond secondary school but not necessarily with a particular occupational orientation. (General Education)

* Occupational curricula of two years or less duration which are designed as discreet educational experiences for students preparing for immediate employment in an area of specialization, for which there is a community need and an employment potential, upon completion of the curricula. (Occupational Education)
* The first two years of college instruction for students planning to transfer to four-year colleges or universities to complete the requirements for a baccalaureate degree. (College and University Parallel Education)
* Opportunities for citizens of the community to enrich their lives; to increase their potentialities as wage earners, as creative beings, and social individuals; and to realize the importance of individual excellence. These opportunities are provided through all of the other educational programs offered by the College as well as through specifically-designed courses, seminars, lecture series, workshops, and other types of educational and cultural activities. (Community Service Education)

The College accepts a diverse population of applicants representing a wide spectrum of abilities, interests, ages and socioeconomic backgrounds. Each of these students has a broad span of unique characteristics that will affect his performance in and out of the college community. The College accepts

responsibility for providing a structured student service program which has as its chief concern the overall growth and development of individual students.

These programs should include those which will help the student better understand himself and others, both in the college community and in the larger society. First, each student needs to acquire a positive and realistic conception of his own abilities in the world of higher learning and in the world at large. Second, he needs to reach the point of being able to see the structure and interrelations of knowledge so that he may begin the process of forming judgements on his own. Third, he needs to see the relevance of higher learning to the quality of his own life and to see that life in relation to the new kinds of judgements he now makes.

Concerning comprehensiveness in educational methods, the College accepts the responsibility for providing an instructional environment that is conducive to learning. This means the providing of appropriate physical facilities where faculty and students meet, the providing of learning resources to complement classroom experiences, and the organization of the instructional process so that it reflects the ways individuals learn best.

The College must develop a variety of methods to help students learn, encourage instructional innovation and accept its responsibility to provide ways to reach individual students.

Community-Centeredness

The third major goal is that the institution be truly community-centered. As a locally sponsored two-year college whose purpose is to meet community postsecondary needs, it is essential that these needs be defined and recognized, and two-way communication developed with the community. The College should be sensitive to the concerns of its many publics. The Board of Trustees, itself, as the representative of the Local Sponsor, should be the chief vehicle for coordinating communication with the Local Sponsor. Lay committees, to advise on curriculum development or liaison representatives from the sponsoring school districts, should facilitate communication. The College is obligated to the Local Sponsor to use wisely the resources provided. The ultimate goal of community-centeredness is the accountability of the College for carrying out the mission and charge given to it by its sponsor at the time of founding. Furthermore, the College should invite community involvement and interest and seek to become a community cultural center. Community use of the College facilities should be encouraged.

Flexibility

The goal of flexibility or adaptability should help to place a perspective on the College's role, particularly during any one period. Flexibility means that the College is a

dynamic institution, which can truly adapt to changing needs, changing circumstances, changing aspirations. This implies a commitment to experimentation and innovation, but also to evaluation of the success of the projects carried out, with an understanding that some experiments may not be completely successful. The College should be committed to regularly evaluating present offerings in terms of need and effectiveness in addition to serving new needs. In fulfilling its educational mission and in aiming to be accessible, comprehensive, and community-centered, the College should be flexible in allocating its resources so that its institutional goals can be achieved in a planned program of emphasis and development.

1977-78 Goals and Objectives

General Goals

1. Maintain and improve quality and excellence of faculty, administration, and staff.
2. To continue career education implementation.
3. To continue the College's commitment to equal educational and employment opportunities.
4. To improve the College's ability to evaluate effectiveness of programs and services offered.
5. To further develop activities that will bring income from governmental and private sources.
6. To continue to study the impact of the new campus on existing continuing education functions and programs on and off campus.
7. To continue to develop improvement in the Personnel Evaluation System.
8. To continue to study existing facilities offered by the permanent campus in light of existing and future program needs.

Selected Goals

A long-range planning group comprised of Trustees, executive officers, and administrators was established at the College early in 1975. Assisted by the American Management Association (AMA), the group has followed a quasi-structured format in reviewing previous endeavors of the College.[1] From this process, the following goals and objectives have been selected as those appropriate for major emphasis during 1977-78.

[1] For a more detailed description of this process and its outcomes, please refer to the "Long Range Planning at Delaware County Community College, 1975-1980," located in the Office of Management Systems, Planning and Research.

Long Range Goal - Management Systems shall be developed and maintained to optimize effectiveness and efficiency of College programs and services.

1977-78 Objective - 1. To develop internal planning and management skills.
2. To begin management audits of existing administrative structure.
3. To begin a complete policy review.
4. To construct performance objectives.
5. To construct a framework for program accountability.

Long Range Goal - Appropriate programs and services should be offered so that students are enrolled and continued in programs consistent with their educational needs.

1977-78 Objective - 1. To further develop efforts to assess career awareness of students at time of admission.
2. To assess employment opportunities in all fields for which training could be provided by the College.
3. To implement career decision-making component during the admission process.
4. To establish more realistic placement testing practices for matriculation into degree programs.

5. To begin development of a method to better analyze reasons for attrition.
6. To begin development of a coordinated retention program.

PART II

TOTAL COLLEGE ENROLLMENT PLAN, 1977-78

Ratio Sponsoring/Non-Sponsoring Enrollment = 85% / 15%
(Sponsor FTE: 3900 - Non-sponsor FTE: 675)
FTE/Headcount = .68

College Headcount	Fall	Winter
Sponsoring:		
Returning	2420	3300
New	2300	1420
Total Sponsoring	4720	4720
Non-Sponsoring:		
Returning	430	580
New	400	250
Total Non-Sponsoring	830	830
Total Sponsoring & Non-Sponsoring	5550	5550

* * * *

Academic Year FTE	On-Campus	Off-Campus
Sponsoring:		
Returning	1475	----
New	1350	----
Total Sponsoring	2825	425
Non-Sponsoring:		
Returning	260	----
New	240	----
Total Non-Sponsoring	500	75
Total Sponsoring & Non-Sponsoring	3325	500

* * * *

Special Session FTE	
Sponsoring:	
Returning	----
New	----
Total Sponsoring	275
Non-Sponsoring:	
Returning	----
New	----
Total Non-Sponsoring	50
Total Sponsoring & Non-Sponsoring	325
Regular Instruction	4150
Community Education	150 *
Volunteer	275
TOTAL Fiscal Year FTE	4575

* Includes 20 FTE on self-supporting basis.

ENROLLMENT PLAN BY CURRICULUM

FISCAL YEAR FTE

PROGRAM (PCS)	1 1974-75 Reg.	2 1975-76 Reg/Dev	3 1976-77 Reg/Dev	4 1977-78 Reg/Dev
1.1 College & University Parallel				
010 Business Administration	348	365/155	430/160	420/175
018 Engineering	44	49/ 18	55/ 20	55/ 22
015 Liberal Arts (Education, Journalism, Liberal Arts, Library Science, Pre-Law, etc.)	1293	844/280	930/290	930/320
024 Natural Science (Mathematics, Biology, Chemistry, Physics, Pre-Pharmacy, Pre-Medicine, Pre-Veterinary, etc.)	145	164/ 60	195/ 60	195/ 65
SUBTOTAL C&UP	1830	1422/513	1610/530	1600/582
TOTAL C&UP	1830	1935	2140	2182
1.2 Occupational/General				
Act 173				
167 Accounting	31	76/ 20	125/ 20	125/ 22
156 Administration of Justice	147	186/ 45	215/ 45	220/ 50
166 Applied Technology	68	68/ 30	100/ 30	100/ 32
150 Business Management	75	80/ 20	95/ 20	93/ 22
152 Clerical Studies	4	11/ 1	15/ 2	18/ 2
153 Data Processing	59	89/ 20	120/ 20	130/ 22
159 Early Childhood Education	75	98/ 25	100/ 25	100/ 27
162 Executive Secretarial Studies	68	69/ 16	79/ 16	84/ 17
157 Fire Science Technology	8	13/ 1	15/ 1	15/ 1
165 Hotel/Restaurant Management	56	52/ 16	61/ 16	65/ 21
168 Legal Secretarial	12	45/ 5	55/ 5	55/ 5
160 Nursing	114	135/ 0	135/ 0	135/ 0
164 Respiratory Therapy	16	17/ 0	20/ 0	20/ 0
161 Retail Management	38	38/ 15	50/ 15	50/ 17
XXX New Programs	-	-	-	60/ 0 **
SUBTOTAL Act 173	771	977/214	1185/215	1270/238
125 General Education	38	386/ 25	430/ 30	430/ 30
SUBTOTAL OCC/GEN	812	1363/239	1615/245	1700/268
TOTAL OCC/GEN	812	1602	1860	1968
INSTRUCTIONAL FTE STUDENTS	2642	3537	4000	4150
1.3 Community Education				
Continuing Education	120	150	150	150
Volunteer	248	275	275	275
SUBTOTAL	368	425	425	425
TOTAL ALL COLLEGE	3010	3962	4425	4575
* 1.4 Preparatory & Adult Basic Education		0/755	0/775	0/850

* These are developmental FTE students included within programs.

1 End-of-year enrollments.

2 Mid-year enrollment estimates for end-of-year.

3&4 Projected enrollments.

**The following programs are in the planning stages for 1977-78: Medical Sec/Asst., Industrial Lab Tech., Construction Tech., Human Services, Public Admin. Aide.

SESSION CALENDAR

FALL SEMESTER 1977

Registration Begins	Aug. 22
Classes Begin	Aug. 29
Delayed Registration Begins	Aug. 29
Labor Day - Holiday	Sep. 5
Thanksgiving Recess	Nov. 24-25
Classes End	Dec. 9
Final Examinations	Dec. 12-15
Christmas Recess Begins	Dec. 16

WINTER SEMESTER 1978

Registration Begins	Jan. 10
Classes Begin	Jan. 16
Delayed Registration Begins	Jan. 16
Spring Recess	Mar. 6-10
Good Friday - Holiday	Mar. 24
Classes End	May 4
Final Examinations	May 5-10
Commencement	May 19

SPRING TERM 1978

Registration Begins	May 11
Classes Begin	May 16
Delayed Registration	May 16
Memorial Day - Holiday	May 29
Classes End	June 22
Final Examinations	June 23

SUMMER TERM 1978

Registration Begins	June 19
Classes Begin	June 26
Delayed Registration	June 26
Independence Day - Holiday	July 3
Classes End	Aug. 3
Final Examinations	Aug. 4

The major planning change for this academic year from those past will be the elimination of Intersession.

INFORMATION EXCHANGE PROCEDURES

DATA FORMATS AND DEFINITIONS

FOR

DELAWARE COUNTY COMMUNITY COLLEGE

FISCAL YEAR 1974-1975

50

National Center for Higher Education Management Systems at
Western Interstate Commission for Higher Education
P. O. Drawer P Boulder, Colorado 80302

JANUARY, 1976

An Equal Opportunity Employer

PREFACE

The Information Exchange Procedures (IEP) developed by the National Center for Higher Education Management Systems (NCHEMS) are a set of standard definitions and procedures for collecting information about disciplines and student degree programs, outcomes of instructional programs, and general institutional characteristics. These definitions and procedures have been developed to facilitate exchange of information among institutions of postsecondary education, providing institutions with some assurance that data they exchange are useful for purposes of comparison.

The procedures and definitions recommended in this manual and other manuals about IEP are "targets" for institutions. While it is anticipated that most institutions will be able to follow these recommendations, some institutions may not have available the required information and others may be able to provide it only at an unreasonable cost. Others may find that only after several years of using IEP can data be developed that accurately reflect the characteristics of the institutions. For some institutions the definitions and procedures may be too complex; others may find them too simplistic. Any effort at exchange of data among institutions involves some compromise in an attempt to accommodate the wide variation among institutions. Consequently, while comparable information for exchange is the goal of IEP, NCHEMS cannot guarantee absolute comparability of data as the final result of IEP. But, hopefully, implementation of IEP will represent reasonable progress toward that goal.

The Information Exchange Procedures initially were developed by the NCHEMS staff with guidance from a task force and steering committee, composed of institutional and state agency representatives. The cost procedures were tested during 1972-73 by a group of about 60 community colleges, private colleges, and state colleges and universities. The full set of exchange procedures was tested during 1973-74 in about the same number and kinds of institutions. Insights gained from these pilot tests served to refine the full range of procedures and definitions.

The Information Exchange Procedures described in Technical Report #65 have been reviewed and approved by the IEP advisory groups and the NCHEMS Board of Directors, and are being released at this time for widescale implementation. While IEP is intended to be a final product, widescale implementation may point to additional information needs of institutions that can be addressed in updates to this report if necessary. However, NCHEMS feels that IEP is sufficiently refined at this time that it can be released to the full NCHEMS general distribution mailing list and to other institutions interested in implementing IEP.

LIST OF IEP DATA FORMATS

A.1 General Information
A.2 Statement of the Beliefs and Mission of the Institution
B.1 Student Information: Demographic Data
B.2 Student Information: Headcount Enrollments
B.3 Student Information: Enrollment Status
B.4 Student Information: Financial Aid
B.5 Student Information: Entering Freshmen Abilities
B.6 Student Information: Tuition and Fees
C.1 Resource Information: Instruction/Research Professionals
C.2 Resource Information: Personnel
C.3 Resource Information: Facilities
D.1 Financial Information: Direct and Full Cost Summary
D.2 Financial Information: Individual or Project Research
D.3 Financial Information: Columnar Balance Sheet
D.4 Financial Information: Current Revenues by Source
D.5 Financial Information: Current Funds Source/Use Format
E.1 Unit Cost Information: By Discipline and Course Level
E.2 Unit Cost Information: By Study Program and Student Level
F.1 Student Outcomes Information: Program Enrollments and Completions
F.2 Student Outcomes Information: Outcomes Questionnaire for Program Completers

NOTE: The data formats have been coded by the type of information displayed on each format. For example, the A's have been reserved for general information, the B's for student information, and so forth. A third digit should be used for data formats that run more than one page, for example, D.1.1 and D.1.2.

GENERAL INFORMATION

1. INSTITUTION NAME: Delaware County Community College

2. UNIT (CAMPUS) DESCRIBED: Marple Campus
   (Name)
   Street or P.O. Box _____
   City Media State PA Zip Code 19063

3. FICE CODE OF UNIT DESCRIBED: 007110

4. INDIVIDUAL TO CONTACT:
   Name Dr. Richard L. Spencer
   Title Dean of Management Systems, Planning & Research
   Street or P.O. Box Delaware County Community College
   City Media State PA Zip Code 19063
   Phone 353-5400, ext. 480

5. TYPE OF UNIT DESCRIBED: (check highest degree offered)
   - X Associate Degree or Certificate
   - _____ Bachelor's Degree
   - _____ First Professional Degree
   - _____ Master's Degree
   - _____ Doctorate Degree

6. INSTITUTIONAL STRUCTURE (check one)
   - X Single Campus Institution
   - _____ Main Campus Plus Branch(es) and/or Extension(s)
   - _____ Multicampus System
   - X Other (Please Describe) Two (2) evening off-campus centers

7. LEGAL CONTROL:
   X Public _____ Private _____ Other (Specify)

8. PREDOMINANT CALENDAR SYSTEM (check appropriate category)
   - X Semester
   - _____ Tri-Semester
   - _____ Quarter
   - _____ 4-1-4
   - _____ Other (Specify) _____

9. FISCAL YEAR REPORTED 7/74 (Month/Year) to 6/75 (Month/Year)

10. NUMBER OF MONTHS IN ACADEMIC YEAR two (2) semesters

11. WHAT IS THE CENSUS DATE AT WHICH STUDENT ENROLLMENT IS DETERMINED? third (3rd) week

12. ARE THE FACULTY AT THE UNIT DESCRIBED COVERED BY A COLLECTIVE BARGAINING AGREEMENT? Yes

STUDENT INFORMATION:

DEMOGRAPHIC DATA

FALL 1974

STATUS	
Full-time	1682
Part-time	1783
AGE	
17 years or younger	125
18-22 years	1943
23-25 years	423
26-30 years	426
31-50 years	495
51 years or older	52
SEX	
Male	1875
Female	1590
CIVIL RIGHTS CATEGORY	
American Indian or Alaska Native	7
Asian or Pacific Islander	2
Black/Negro	111
Hispanic	5
White, Other than Hispanic	2938
Not Reported	402

STUDENT INFORMATION:

HEADCOUNT ENROLLMENTS

FALL 1974

TERM ENTERED	
Fall 1967	8
Spring 1968	12
Fall 1968	33
Spring 1969	6
Fall 1969	38
Spring 1970	18
Fall 1970	54
Spring 1971	30
Summer 1971	4
Fall 1971	91
Spring 1972	47
Summer 1972	31
Fall 1972	250
Spring 1973	158
Summer 1973	56
Fall 1973	626
Spring 1974	229
Summer 1974	129
Fall 1974	1645
TOTAL ENROLLMENT	3465

STUDENT INFORMATION:

ENROLLMENT STATUS

(FALL 1974)

ENROLLMENT STATUS	
New Students	1644
Transfer Students	210
Returning Students	1367
Readmitted Students	244
	3465

GEOGRAPHIC ORIGIN	
Sponsoring Students	3017
Out of Sponsoring District but within County	293
Out of County & State	155
	3465

STUDENT INFORMATION: FINANCIAL AID (Fiscal Year) 74-75

APPLICANTS FOR FINANCIAL AID

Annual Family Income

	Number
Less than $3,000	93
$3,000 to $5,999	107
$6,000 to $7,499	67
$7,500 to $8,999	80
$9,000 to 11,999	147
12,000 to 14,999	201
15,000 to 19,999	134
$20,000 or over	53
Independent	456
Not Known	
TOTAL	1342

Student Level

	Number
Under-graduate	1342
Graduate	N/A
TOTAL	1342

Sex

	Number
Female	658
Male	684
TOTAL	1342

RECIPIENTS OF FINANCIAL AID

Annual Family Income

	Number	Amount
Less than $3,000	47	$ 29,798
$3,000 to $5,999	94	49,663
$6,000 to $7,499	66	34,764
$7,500 to $8,999	47	29,798
$9,000 to 11,999	132	64,562
12,000 to 14,999	93	49,663
15,000 to 19,999	94	49,663
$20,000 or over	28	4,966
Independent	337	183,750
Not Known		
TOTAL	940	$496,627

Student Level

	Number	Amount
Under-graduate	940	$496,627
Graduate	N/A	N/A
TOTAL	940	$496,627

Sex

	Number	Amount
Female	459	$253,340
Male	481	$243,287
TOTAL	940	$496,627

AMOUNT OF FINANCIAL AID AWARDED (BY TYPE OF AWARD)

	Grants	Loans	Work/Study	TOTALS
Undergraduate	$ 273,210	$ 176,908	$ 46,509	$ 496,627
Graduate	$ N/A	$ N/A	$ N/A	$ N/A

STUDENT INFORMATION:
ENTERING FRESHMEN ABILITIES (Fall Term)

SAT Scores for Fall Term Freshmen

	Number of Students in SAT Score Intervals						Average
	200-299	300-399	400-499	500-599	600-699	700-800	
Quantitative							
Verbal							
TOTAL							

ACT Scores for Fall Term Freshmen

	Number of Students in ACT Score Intervals						MEAN
	1-15	16-20	21-25	26-36	N	S.D.	
Mathematics	154	70	22	6	252	5.9	13.4
English	121	95	35	1	252	5.0	15.2
Social Sciences	125	50	64	13	252	7.1	15.4
Natural Sciences	103	89	34	26	252	5.5	17.4
Composite	129	90	30	3	252	4.6	15.5

High School Rank for Fall Term Freshmen

	REPORTED HIGH SCHOOL AVERAGES							
Percentile Interval	3.5-4.0	3.0-3.4	2.5-2.9	2.0-2.4	1.5-1.9	1.0-1.4	0.5-0.9	NO RESPONSE
Number of Students	2	41	54	78	46	13	3	15

STUDENT INFORMATION:

ACT SUMMARY OF 252 ENROLLED FRESHMAN STUDENTS FOR FALL 1974

Of this group of 252 students, 51% listed DCCC as their first choice, 2% their second choice, and 2% their third choice. Of the seven college-choice factors, the percentage of time each was chosen as "Most Important" was: Institutional type - 10%; Student-Body Composition - 2%; Location - 18%; Cost - 23%; Field of Study - 46%; and Extracurricular - 1%.

The typical student in this group had an ACT composite score of 15.5 and a high school average of 2.4. This compares to national averages of 19.5 and 2.8, respectively (enrolled freshman norms). The student typically was in a college preparatory high school program. At the time of testing, the student thought he or she would obtain a first-year college GPA of about 2.7. The student's most typical planned educational major and first vocational choice were in business and commerce and health professions, respectively.

The ACT freshman group consisted of 103 men and 149 women. A total of 57% were "Very Sure" of their educational major, while 36% said they were "Fairly Sure." A total of 35% aspired to a bachelor's professional degree. The largest percentage planned to live in parents' or relative's home (79%).

The students in this group identified their race as follows: Afro-American - 4%; American Indian - 2%; Caucasian American - 71%; Other - 3%; Prefer Not To Respond - 14%; and Not Given - 6%. Of these students, 43 were married, 20 had served in the military, and 2 reported a permanent physical handicap or disability.

Need for help was expressed as follows: Educational and vocational plans - 28%; Writing - 31%; Reading - 48%; Study Skills - 43%; Math - 69%; Personal Problems - 42%. A total of 34% expressed interest in independent study, 12% in honors courses, 15% in some foreign study, and 33% in some kind of advanced placement. Expectations of working at a job during the school year and expressing need for help in finding a school-year job were held by 42% of the students. Also, 44% expected to apply for financial aid.

The extracurricular area where the most students (33%) participated in high school and also had similar plans for college was intramural athletics. The area where the most students (15%) participated in high school but had no similar plans for college was intramural athletics. The major within state feeder high school was Ridley Senior High School.

STUDENT INFORMATION:

BASIC TUITION AND FEES CHARGES

(Full-time Student for 1974-75)

	TUITION	REQUIRED FEES	TOTALS
Lower Division In-District	482.00	30.00	512.00
Lower Division Out of Sponsoring District but within County	964.00	240.00	1204.00
Lower Division Out-of-County	964.00	240.00	1204.00
Lower Division Out-of-State	1446.00	286.00	1732.00

60

RESOURCE INFORMATION:

INSTRUCTION/RESEARCH PROFESSIONALS

(Fall Term Headcount)

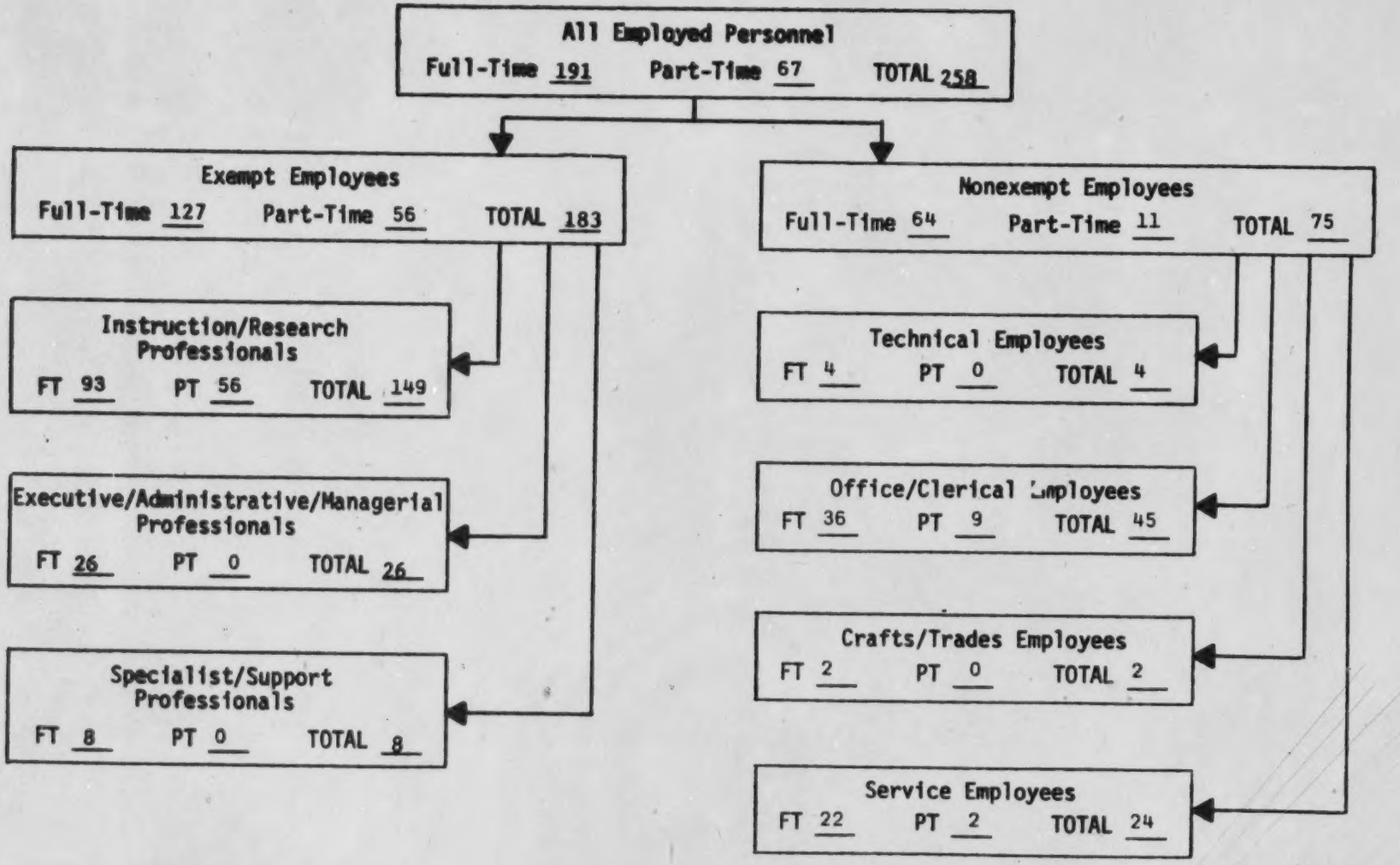
1974

	DESCRIPTOR	Professor	Associate Professor	Assistant Professor	Lecturer/ Instructor	Teaching Assistant	All Others	TOTALS
STATUS	Full-Time	6	33	36	11		7	93
	Part-Time	0	11	39	6		0	56
	Tenured	6	33	30	3		0	72
SEX	Male	4	26	26	4		3	63
	Female	2	7	10	7		4	30
CIVIT RIGHTS CATEGORY	American Indian or Alaska Native	0	0	0	0		0	0
	Asian or Pacific Islander	0	0	0	0		0	0
	Black/Negro	1	0	0	0		0	0
	Hispanic	0	0	0	0		0	0
	White, Other Than Hispanic	5	33	36	11		7	92
	Not Reported	0	0	0	0		0	0
HIGHEST DEGREE EARNED	Doctorate	1	0	1	0		0	2
	Master's	5	33	35	11		0	84
	Bachelor's	0	0	0	0		5	5
	All Others	0	0	0	0		2	2
COMPENSATION	Average Full-Time Salary	$ 18,134	$ 16,218	$ 13,183	$ 10,065	$	$ 7,846	$ 13,809
	Average Full-Time Compensation	$	$	$	$	$	$	$

RESOURCE INFORMATION:

PERSONNEL

(Fall Term Headcount)
1974


All Employed Personnel
Full-Time 191 Part-Time 67 TOTAL 258
Exempt Employees
Full-Time 127 Part-Time 56 TOTAL 183
Nonexempt Employees
Full-Time 64 Part-Time 11 TOTAL 75
Instruction/Research Professionals
FT 93 PT 56 TOTAL 149
Executive/Administrative/Managerial Professionals
FT 26 PT 0 TOTAL 26
Specialist/Support Professionals
FT 8 PT 0 TOTAL 8
Technical Employees
FT 4 PT 0 TOTAL 4
Office/Clerical Employees
FT 36 PT 9 TOTAL 45
Crafts/Trades Employees
FT 2 PT 0 TOTAL 2
Service Employees
FT 22 PT 2 TOTAL 24

FINANCIAL INFORMATION:

DIRECT AND FULL COST SUMMARY

ACTIVITY CENTER	DIRECT COST		FULL COST	
1.0 INSTRUCTION				
1.10 College & University Parallel	834,875		2,421,993	
1.20 Occupational & General	407,041		1,189,004	
1.30 Community Education	86,829		286,252	
1.40 Developmental & Basic	95,586		224,949	
Subtotal		1,424,331		4,122,198
2.0 RESEARCH				
3.0 PUBLIC SERVICE				
4.0 ACADEMIC SUPPORT				
4.11 Library	108,526			
4.31 Instructional Media	113,723			
4.32 Learning Center	13,125			
4.61 Community Service Administration	71,433			
4.62 Natural & Applied Science Administration	45,640			
4.63 Communications & Humanities Administration	38,543			
4.64 Business & Social Sciences Administration	46,978			
4.71 Course & Curriculum Development	27,953			
Subtotal		465,921		
5.0 STUDENT SERVICE				
5.11 Student Personnel	57,855			
5.21 Student Activities	30,235			
5.31 Counseling	79,148			
5.32 Career Development	21,914			
5.40 Financial Aid	21,028			
5.41 Regular Student Employment	21,199			
5.42 College Work	47,024			
5.43 Local Work	15,060			
5.51 Health Services	7,918		19,590	
5.61 Intercollegiate Athletics	19,991		49,362	
Subtotal		321,372		68,952

ACTIVITY CENTER	DIRECT COST	FULL COST
6.0 INSTITUTIONAL SUPPORT		
6.11 Executive Management	263,712	
6.12 Educational Development	19,892	
6.13 Institutional Research	24,849	
6.21 Fiscal	26,620	
6.22 Accounting	81,272	
6.31 Personnel Services	30,371	
6.32 Information Systems	175,500	
6.41 Purchasing	30,988	
6.42 Duplicating	49,296	
6.43 Mailroom	44,637	
6.44 Switchboard	68,921	
6.45 Security	86,275	
6.51 Plant Services	25,295	
6.52 Maintenance	373,879	
6.53 Custodial	123,852	
6.54 Grounds	26,644	
6.55 Vehicle	3,139	
6.71 Community Relations	39,284	
6.81 Admissions	37,560	
6.82 Records	70,482	
6.90 General Institutional	158,134	
6.91 Staff Benefits	189,434	
6.92 Sabbatical	30,409	
Subtotal	1,980,445	
TOTAL	4,192,069	4,191,150

UNIT COST INFORMATION:

BY DISCIPLINE AND COURSE LEVEL

HEGIS CODE	Discipline		Number of Semester Credit Hours	FTE Faculty	Productivity Ratio	Discipline Direct Cost	Direct Cost per Semester Credit Hour	Discipline Full Cost	Full Cost per Semester Credit Hour
	Name	Course Level							
0502	Accounting	LD	3,778	3.89	972	53,397	14.13	157,920	41.80
5505	Admin. of Justice	LD	2,824	2.32	1,217	31,664	11.21	96,891	34.31
0506	Business	LD	4,286	4.12	1,040	59,609	13.91	176,918	41.28
5101	Data Processing	LD	1,629	1.87	871	26,540	16.29	77,107	47.33
5503	Early Childhood Edu.	LD	1,134	1.43	793	19,537	17.23	56,399	49.73
2204	Economics	LD	902	1.00	902	12,208	13.53	36,316	40.26
0801	Education	LD	346	.44	786	5,768	16.67	16,714	48.31
5507	Fire Science Tech.	LD	144	.19	758	1,970	13.68	3,940	27.36
2205	History	LD	5,888	5.37	1,096	71,098	12.08	215,041	36.52
0835	Health/Physical Edu.	LD	69	.06	1,150	622	9.01	1,979	28.68
5010	Hotel/Restaurant Mgt.	LD	626	1.15	544	15,397	24.60	42,958	68,62
2207	Political Science	LD	2,015	2.13	946	35,987	17.86	103,478	51.35
2001	Psychology	LD	6,165	5.52	1,117	71,774	11.64	218,314	35.41
5004	Retail Management	LD	383	.44	870	6,483	16.93	18,753	48.96
5005	Secretarial Science	LD	1,329	2.09	636	41,536	31.25	113,891	85.70
2208	Sociology	LD	3,976	4.52	880	67,909	17.08	196,300	49.37
1001	Art	LD	1,422	1.73	822	28,115	19.77	80,609	56.69
1007	Drama	LD	335	.43	779	7,317	21.84	20,784	62.04
1501	English	LD	11,721	16.80	698	231,076	19.71	662,708	56.54
1102	French	LD	177	.51	347	6,353	35,89	17,412	98.37
4903	Humanities	LD	458	.40	1,145	5,283	11.53	16,208	35.39
1006	Music	LD	525	.97	541	12,678	24.15	35,703	68.01
1509	Philosophy	LD	1,402	1.51	928	22,103	15.77	64,951	46.33
4999	Reading	LD	1,005	1.81	555	22,770	22.66	64,469	64.15
1105	Spanish	LD	471	.72	654	8,893	18.88	25,615	54.38
0401	Biology	LD	4,034	4.96	813	83,133	20.61	236,163	58.54
1905	Chemistry	LD	1,696	2.10	808	42,153	24.85	117,805	69.46
0901	Engineering	LD	70	.08	875	4,014	57.34	10,709	152.99
5311	Electro-Mechanical Tech.	LD	124	.21	590	3,469	27.98	9,609	77.49

UNIT COST INFORMATION:

BY DISCIPLINE AND COURSE LEVEL

HEGIS CODE	Discipline		Number of Semester Credit Hours	FTE Faculty	Productivity Ratio	Discipline Direct Cost	Direct Cost per Semester Credit Hour	Discipline Full Cost	Full Cost per Semester Credit Hour
	Name	Course Level							
1701	Mathematics	LD	7,643	9.41	812	150,821	19.73	430,256	56.29
5301	Mechanical Engineer.Tech	LD	114	.46	248	6,184	54.25	12,368	108.49
5208	Nursing	LD	2,148	6.64	323	100,778	46.92	271,043	126.18
1901	Physical Science	LD	1,228	1.70	722	25,526	20.79	72,455	59.00
1902	Physics	LD	468	1.14	411	18,831	40.24	51,017	109.01
5215	Respiratory Therapy	LD	315	.97	325	14,548	46.18	39,154	124.30
5401	Science	LD	310	.43	721	6,796	21.92	19,197	61.93
5399	Technology	LD	1,045	1.16	901	15,162	14.51	44,792	42.86

UNIT COST INFORMATION:

BY STUDENT PROGRAM AND STUDENT LEVEL

Student Program			Number of Student Program Credits	Student Program Direct Cost	Direct Cost per Student Program Credit	Student Program Full Cost	Full Cost per Student Program Credit
HEGIS CODE	Name	Student Level					
4906	Undecided	LD	10,807	183,534	16.99	523,005	48.39
0506	Business Admin.	LD	9,751	162,262	16.65	446,226	47.81
4901	Liberal Arts	LD	23,743	423,027	17.82	1,208,274	50.89
0901	Engineering	LD	1,209	27,351	22.62	74,232	61,40
1999	Natural Science	LD	4,173	83,662	20.05	233,650	55.99
0801	General Education	LD	973	18,500	19.01	51,989	53.43
5305	Business Management	LD	2,031	33,951	16.73	97,514	48.01
5005	Clerical Studies	LD	112	2,110	18.83	5,880	52.49
5101	Data Processing	LD	1,586	27,461	17.32	77,868	49.09
5505	Admin. of Justice	LD	4,082	58,378	14.30	170,442	41.75
5507	Fire Science Tech.	LD	198	3,633	18.35	9,542	48.19
5503	Early Childhood Edu.	LD	2,223	38,029	17.11	108,084	48.62
5208	Nursing	LD	3,181	108,474	34.10	296,744	93.29
5004	Retail Management	LD	1,042	18,503	17.76	52,562	50.44
5005	Exec. Secretarial Stud	LD	1,952	41,651	21.34	116,113	59.48
5215	Respiratory Therapy	LD	459	14,962	32.59	41,027	89.38
5010	Hotel/Restaurant Mgt.	LD	1,578	31,779	20.14	88,897	56.33
5301	Applied Technology	LD	1,877	38,808	20.68	106,754	56.87
5002	Accounting	LD	805	13,358	16.60	38,213	47.46
5005	Legal Secretary	LD	328	7,160	21.83	19,475	59.37
4905	Basic	LD	65	1,255	19.29	3,472	53.41

1/6/76

STUDENT OUTCOMES INFORMATION:

PROGRAM ENROLLMENTS AND COMPLETIONS

HEGIS CODE	PROGRAM NAME	DEGREE TYPE	HEADCOUNT ENROLLMENT (FALL TERM)	PROGRAM COMPLETERS (FISCAL YEAR)
4906	Undecided	*	1,115	-
0506	Business Administration	AS	412	49
4901	Liberal Arts	AA	973	112
0901	Engineering	AS	39	1
1999	Natural Science	AS	134	18
0801	General Education	AAS	28	18
5305	Business Management	AAS	87	17
5005	Clerical Studies	Cert.	7	0
5101	Data Processing	AAS	60	9
5505	Administration of Justice	AAS	154	28
5507	Fire Science Technology	AAS	12	0
5503	Early Childhood Education	AAS	81	18
5208	Nursing	AAS	118	47
5004	Retail Management	AAS	35	6
5005	Executive Secretarial Science	AAS	69	26
5215	Respiratory Therapy	AAS	14	7
5010	Hotel/Restaurant Management	AAS	58	4
5301	Applied Technology	AAS	51	13
5002	Accounting	AAS	18	0
5005	Legal Secretary	AAS	10	0
4905	Basic	*	3	-

* Students in Undecided and Basic must choose a program in order to graduate.

STUDENT OUTCOMES INFORMATION:

OUTCOMES QUESTIONNAIRE FOR PROGRAM COMPLETERS

-Program Information Summary-

Program Name: Total College

Degree Type: AA, AS, AAS, Certificate Program Code: _____

Questionnaire Administration Date: 6/75

Number of Program Completers	369
Number of Questionnaires Distributed	369
Number of Respondents	169
Men	78
Women	91
Not Indicated	0

Civil Rights Category

American Indian or Alaska Native	0
Asian or Pacific Islander	0
Black/Negro	0
Hispanic	0
White, Other Than Hispanic	155
Not Indicated	14

I. Program Completion Measures

Number of Transfers (N*=167)	33
Median [redacted] Years to Program Completion (N*=162)	1.75
Median Terms Enrolled (N*=152)	
Full-Time	4.0
Part-Time	10.0
Median Cumulative G.P.A. (N*=143)	2.90

*Wherever it is used in this summary, N indicates the number of individuals who responded to that particular item on the questionnaire.

II. Occupational Plans and Activities

Number Not Intending to Seek Job		58
Number Intending to Seek Job in Next 6 Months		12
Number Now Seeking Job		19
Number Who Have Secured Job		72
Median Annual Salary (N*=66)		$ 6,750
Job/Program Relation:	None	18
	Some	15
	Direct	39
	Not Indicated	97
Job Considered:	Temporary	28
	Possible Career Potential	18
	Definite Career Potential	24
	Other	2
	Not Indicated	97

STUDENT OUTCOMES INFORMATION:

OUTCOMES QUESTIONNAIRE FOR PROGRAM COMPLETERS

-Program Information Summary-
(Continued)

III. Educational Plans and Activities

Number Not Intending to Apply Within One Year for a Further Degree	37
Number Intending to Apply Within One Year	36
Number Who Have Already Applied	93
Number Who Have Been Admitted	85
Number Awaiting Decision	8
Not Indicated	0

Highest Degree Aspirations

Certificate	0
Diploma	0
Associate Degree	14
Bachelor's Degree	69
Master's Degree	35
Professional Degree	10
Doctorate	12
Other	3
Undecided	22
Not Indicated	4

IV. Student Perceptions of Growth

Student perceptions of the institution's contribution to progress and the importance of that progress in six areas of potential growth.

Growth Area	Institution's Contribution to Progress						Importance of That Progress					
	Frequency Count					Mean*	Frequency Count					Mean*
	None	Little	Moderate	Much	Very Much		None	Little	Moderate	Much	Very Much	
A. Intellectual	3	2	35	90	38	3.9	1	2	17	64	84	4.4
B. Social	1	10	51	65	40	3.8	1	6	18	58	84	4.3
C. Aesthetic/Cultural	8	30	59	42	27	3.3	0	13	55	44	56	3.9
D. Educational	0	3	34	72	57	4.1	0	3	8	47	109	4.6
E. Vocational/Professional	11	21	53	41	37	3.4	1	3	16	36	109	4.5
F. Personal	2	8	33	68	56	4.0	0	2	11	28	127	4.7

*The mean for each growth area is based on values of 1, 2, 3, 4, and 5 assigned to the responses "None," "Little," "Moderate," "Much," and "Very Much," respectively.

STUDENT OUTCOMES INFORMATION:

OUTCOMES QUESTIONNAIRE FOR PROGRAM COMPLETERS

-Program Information Summary-

Program Name: College and University Parallel

Degree Type: AA, AS

Program Code: _____

Questionnaire Administration Date: 6/75

Number of Program Completers: _____

Number of Questionnaires Distributed: _____

Number of Respondents: 73

Men	46
Women	27.
Not Indicated	0

Civil Rights Category

American Indian or Alaska Native	0
Asian or Pacific Islander	0
Black/Negro	0
Hispanic	0
White, Other Than Hispanic	66
Not Indicated	7

I. Program Completion Measures

Number of Transfers (N*=73)	18
Median [redacted] Years to Program Completion (N*=71)	1.75
Median Terms Enrolled (N*=67)	
Full-Time	4.0
Part-Time	10.0
Median Cumulative G.P.A. (N*=61)	2.90

*Wherever it is used in this summary, N indicates the number of individuals who responded to that particular item on the questionnaire.

II. Occupational Plans and Activities

Number Not Intending to Seek Job	35
Number Intending to Seek Job in Next 6 Months	6
Number Now Seeking Job	8
Number Who Have Secured Job	21
Median Annual Salary (N*=19)	$ 8,250
Job/Program Relation: None	12
Some	7
Direct	2
Not Indicated	52
Job Considered: Temporary	13
Possible Career Potential	4
Definite Career Potential	4
Other	0
Not Indicated	52

STUDENT OUTCOMES INFORMATION:

OUTCOMES QUESTIONNAIRE FOR PROGRAM COMPLETERS

-Program Information Summary-
(Continued)

III. Educational Plans and Activities

Number Not Intending to Apply Within One Year for a Further Degree	7
Number Intending to Apply Within One Year	13
Number Who Have Already Applied	51
Number Who Have Been Admitted	46
Number Awaiting Decision	5
Not Indicated	0

Highest Degree Aspirations

Certificate	0
Diploma	0
Associate Degree	1
Bachelor's Degree	27
Master's Degree	17
Professional Degree	8
Doctorate	8
Other	1
Undecided	9
Not Indicated	2

IV. Student Perceptions of Growth

Student perceptions of the institution's contribution to progress and the importance of that progress in six areas of potential growth.

Growth Area	Institution's Contribution to Progress						Importance of That Progress					
	Frequency Count					Mean*	Frequency Count					Mean*
	None	Little	Moderate	Much	Very Much		None	Little	Moderate	Much	Very Much	
A. Intellectual	1	1	15	40	16	3.9	0	1	7	35	30	4.3
B. Social	1	2	29	25	16	3.7	0	3	10	31	29	4.2
C. Aesthetic/Cultural	0	10	28	20	14	3.5	0	6	28	16	23	3.8
D. Educational	0	2	17	35	18	4.0	0	2	2	24	44	4.5
E. Vocational/Professional	6	17	29	12	7	3.0	0	3	8	22	38	4.3
F. Personal	1	3	14	31	24	4.0	0	2	4	13	54	4.6

*The mean for each growth area is based on values of 1, 2, 3, 4, and 5 assigned to the responses "None," "Little," "Moderate," "Much," and "Very Much," respectively.

STUDENT OUTCOMES INFORMATION:

OUTCOMES QUESTIONNAIRE FOR PROGRAM COMPLETERS

-Program Information Summary-

Program Name: Occupational

Degree Type: AAS

Program Code: _____

Questionnaire Administration Date: 6/75

Number of Program Completers: _____

Number of Questionnaires Distributed: _____

Number of Respondents: 85

Men	27
Women	58
Not Indicated	0

Civil Rights Category

American Indian or Alaska Native	0
Asian or Pacific Islander	0
Black/Negro	0
Hispanic	0
White, Other Than Hispanic	79
Not Indicated	6

I. Program Completion Measures

Number of Transfers (N*= 85)	15
Median [redacted] Years to Program Completion (N*= 82)	1.75
Median Terms Enrolled (N*= 78)	
Full-Time	4.0
Part-Time	7.0
Median Cumulative G.P.A. (N*= 73)	3.10

*Wherever it is used in this summary, N indicates the number of individuals who responded to that particular item on the questionnaire.

II. Occupational Plans and Activities

Number Not Intending to Seek Job		17
Number Intending to Seek Job in Next 6 Months		6
Number Now Seeking Job		10
Number Who Have Secured Job		49
Median Annual Salary (N*= 45)		$ 6,750
Job/Program Relation:	None	5
	Some	7
	Direct	37
	Not Indicated	36
Job Considered:	Temporary	13
	Possible Career Potential	14
	Definite Career Potential	20
	Other	2
	Not Indicated	36

STUDENT OUTCOMES INFORMATION:

OUTCOMES QUESTIONNAIRE FOR PROGRAM COMPLETERS

-Program Information Summary-
(Continued)

III. Educational Plans and Activities

Number Not Intending to Apply Within One Year for a Further Degree	29
Number Intending to Apply Within One Year	20
Number Who Have Already Applied	35
Number Who Have Been Admitted	32
Number Awaiting Decision	3
Not Indicated	0

Highest Degree Aspirations

Certificate	0
Diploma	0
Associate Degree	13
Bachelor's Degree	39
Master's Degree	15
Professional Degree	2
Doctorate	3
Other	2
Undecided	9
Not Indicated	2

IV. Student Perceptions of Growth

Student perceptions of the institution's contribution to progress and the importance of that progress in six areas of potential growth.

Growth Area	Institution's Contribution to Progress						Importance of That Progress					
	Frequency Count					Mean*	Frequency Count					Mean*
	None	Little	Moderate	Much	Very Much		None	Little	Moderate	Much	Very Much	
A. Intellectual	1	1	19	44	20	4.0	1	1	9	26	48	4.4
B. Social	0	7	21	32	24	3.9	1	3	8	22	50	4.4
C. Aesthetic/Cultural	7	20	25	19	13	3.1	0	6	24	25	30	3.9
D. Educational	0	0	14	33	38	4.3	0	0	5	20	60	4.6
E. Vocational/Professional	3	2	21	26	30	4.0	0	0	6	12	66	4.7
F. Personal	1	3	18	32	30	4.0	0	0	7	11	67	4.7

*The mean for each growth area is based on values of 1, 2, 3, 4, and 5 assigned to the responses "None," "Little," "Moderate," "Much," and "Very Much," respectively.

74

1/5/76

A COSTING PROFILE
OF
INSTRUCTIONAL ACTIVITIES
AT
DELAWARE COUNTY COMMUNITY COLLEGE
FOR
THE 1974-75 FISCAL YEAR

R.L. Spencer
P. Lastoskie
January 1976

Prepared in conjunction with
NCHEMS Information Exchange
Procedures and Institutional
Data Use Task Force

CONTENTS

An Overview of Instructional Costs and Activities 1

A Profile of DCCC Instruction 1974-75 4

A Profile of the Communications and Humanities House at DCCC 1974-75. 5

A Profile of the Natural and Applied Sciences House at DCCC 1974-75. 6

A Profile of the Business and Social Sciences House at DCCC 1974-75. 7

An Institutional Overview of Activities and Costs for Instructional Disciplines Fiscal Year 1974-75 8

Fall Enrollments by Years and Annual FTE's. 9

FTE Cost by Year. 10

Student Tuition by Year 11

Program Full Cost per Student Credit Hour 1974-75 12

1975 Graduates Highest Degree Planned 14

DELAWARE COUNTY COMMUNITY COLLEGE

AN OVERVIEW OF INSTRUCTIONAL COSTS AND ACTIVITIES

Delaware County Community College is a public, two-year institution located on a single campus in Marple Township, Pennsylvania. DCCC operates on a nine-month academic year, two summer terms, and an intersession. DCCC grants Associate in Arts, Associate in Science, Associate in Applied Science degrees and Certificates in a wide variety of vocational, technical, and college transfer fields. The College is commited to offer educational programs and services which are comprehensive, accessible, flexible, and community centered in order to enhance the development of our community and its residents. Tuition at DCCC is $512 per semester for full-time sponsoring students and $1204 per semester for full-time students from non-sponsoring districts.

A total of 3,465 students attended DCCC during Fall 1974, 49 percent full-time and 51 percent part-time. Almost 60 percent of the students were between 17 and 22 years of age and most of the remainder were between 23 and 30. Men (54%) outnumbered women (46%) by about 7 percent. Among the students, 1,645 (47%) were attending the College for the first time and 1,820 were returning. The College awarded a total of $496,627 in financial aid to these students, most of it in the form of grants and loans.

During the past academic year, 373 students completed their programs at DCCC. The three programs with the largest number of graduates were: Liberal Arts (112), Business Administration (49), and Nursing (47). Among students seeking jobs, 44 percent had

secured positions by the time they graduated.[1] The overall average annual salary among graduates with jobs was $6,750.[2] Of those students who left the College without formally completing a degree or certificate program, virtually all were in good standing.

DCCC is staffed by a faculty of 149 individuals, of whom 93 are full-time. Approximately 48 percent of the faculty are tenured, 68 percent of full-time are men. Most full-time faculty members hold either Master's or Bachelor's degrees and the average salary for a full-time faculty member is $13,809. The faculty are supported by 35 administrative professionals. Other personnel (secretarial, technical, etc.) number 75.

The total cost of operating the College during 1974-75 was $4,192,069. Not surprisingly, a large component of this cost was attributable to College and University Parallel Instruction, which consumed $834,875 or about 20 percent of the School's total. The cost of all the College's primary program (i.e., Instruction) was $1,424,331 or one-third of DCCC's overall cost. Other costs resulted from operation of the College's various support programs, including Academic Support (libraries, computer services, personnel development, etc.)--$465,921, Student Services--$321,372, Institutional Support (administration, physical plant, etc.)--$1,980,445.

The College's major revenue sources during 1974-75 were a State appropriation of $1,131,524 and tuition income of $1,190,787. Other sources of revenue included the Federal Government ($138,125), and local sponsor ($945,528). Further details on revenues as well

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1&2 Estimates made relative to responses from Student Outcomes Questionnaire.

as a complete statement of assets and liabilities are available from the College.

One other aspect of the cost analysis noted above should be described in closing: the study of unit costs. This analysis was conducted for each of the College's programs and for each of its student degree disciplines. The units used as a basis were the credit hours taken by students in the programs or majors. Thus, for example, students took 9,751 credit hours in the Business Administration program during the academic year. Since the direct cost of operating the Business Administration program was found to be $162,262, a unit cost of $16.65 can be calculated ($162,262 divided by 9,751). A similar calculation was performed for each of the School's programs and for each type of discipline. Among disciplines, unit costs ranged from a high of $57.34 per student credit hour in Engineering to a low of $9.01 per student credit hour in Health and Physical Education. The highest unit cost for student degree programs was $34.00 for Nursing and the lowest was $14.50 in Administration of Justice. Once again, full details of this analysis are available from the College.

The material found in the summary is drawn from the results of a major study carried out by Delaware County Community College for the 1974-75 fiscal year. This study utilized a set of Information Exchange Procedures developed by the National Center for Higher Education Management Systems. Individuals interested in more detailed results of the study or other information are encouraged to contact:

Dr. Richard L. Spencer
Dean of Management Systems, Planning & Research
Delaware County Community College
Media, PA 19063

A PROFILE OF
DCCC INSTRUCTION
1974-75*

PART I: Faculty Resource Summary

	#	% House	Salary Rate	Salary Distribution	% of all Instructional Salaries
A. Faculty					
Full-time	64.00	-	13731	883446	66.05
Part-time (FTE)	26.68	-	9000	237060	17.72
TOTAL FTE	90.68	-	12357	1120506	83.77

	SCH	% House	% All	Direct Cost Distribution	% for House
B. Faculty Activities					
Scheduled Teaching					
College & University	48768	-	67.53	834875	-
Occupational & General	18758	-	25.97	407041	-
Developmental & Basic	4692	-	6.50	95586	-
TOTAL	72218	-	100.00	1337502	-

* * * * * * *

PART II: DCCC Direct Cost Summary

Object of Expenditure	$	% House	% of all Instruction
1. Personnel			
Faculty Compensation	1120506	-	83.78
Staff Benefits	176268	-	13.18
Support Staff	3060	-	.23
SUBTOTAL	1299834	-	97.19
2. Supplies & Travel	37668	-	2.81
3. TOTAL	1337502	-	100.00

	#	House Unit Cost	College Unit Cost
4. Student Credit Hours (SCH)			
College & University	48768	-	17.12
Occupational & General	18758	-	21.70
Developmental & Basic	4692	-	20.37
TOTAL	72218	-	18.52

* Also see page 43 of Resource Requirements Prediction Model FY-DC 74-75.

A PROFILE OF THE COMMUNICATIONS AND HUMANITIES HOUSE AT DCCC - 1974-75*

PART I: Faculty Resource Summary

A. Faculty	#	% House	Salary Rate	Salary Distribution	% of all Instructional Salaries
Full-time	19.00	75.80	12590	237439	17.75
Part-time (FTE)	5.86	24.20	9000	54180	4.05
TOTAL FTE	24.86	100.00	11721	291619	21.80

B. Faculty Activities	SCH	% House	% All	Direct Cost Distribution	% for House
Scheduled Teaching					
College & University	13196	75.34	18.27	255759	74.22
Occupational & General	1941	11.08	2.69	39101	11.35
Developmental & Basic	2379	13.58	3.29	49728	14.43
TOTAL	17516	100.00	24.25	344588	100.00

* * * * * * *

PART II: House Direct Cost Summary

Object of Expenditure	$	% House	% of all Instruction
1. Personnel			
Faculty Compensation	291619	84.63	21.80
Staff Benefits	45408	13.18	3.40
Support Staff	-	-	-
SUBTOTAL	337027	97.81	25.20
2. Supplies & Travel	7561	2.19	.57
3. TOTAL	344588	100.00	25.77

4. Student Credit Hours (SCH)	#	House Unit Cost	College Unit Cost
College & University	13196	19.38	17.12
Occupational & General	1941	20.14	21.70
Developmental & Basic	2379	20.90	20.37
TOTAL	17516	19.67	18.52

* Also see page 27 of Resource Requirements Prediction Model FY-DC 74-75.

A PROFILE OF THE
NATURAL AND APPLIED SCIENCE HOUSE
AT DCCC - 1974-75*

PART I: Faculty Resource Summary

A. Faculty	#	% House	Salary Rate	Salary Distribution	% of all Instructional Salaries
Full-time	22.00	76.00	14361	321974	24.07
Part-time (FTE)	7.26	24.00	9000	61560	4.60
TOTAL FTE	29.26	100.00	13100	383534	28.67

B. Faculty Activities	SCH	% House	% All	Direct Cost Distribution	% for House
Scheduled Teaching					
College & University	11476	59.79	15.89	247591	52.52
Occupational & General	5406	28.16	7.49	177966	37.75
Developmental & Basic	2313	12.05	3.20	45858	9.73
TOTAL	19195	100.00	26.58	471415	100.00

* * * * * * *

PART II: House Direct Cost Summary

Object of Expenditure	$	% House	% of all Instruction
1. Personnel			
Faculty Compensation	383534	81.36	28.68
Staff Benefits	62121	13.18	4.64
Support Staff	-	-	-
SUBTOTAL	445655	94.54	33.32
2. Supplies & Travel	25760	5.46	1.92
3. TOTAL	471415	100.00	35.24

4. Student Credit Hours (SCH)	#	House Unit Cost	College Unit Cost
College & University	11476	21.57	17.12
Occupational & General	5406	32.92	21.70
Developmental & Basic	2313	19.83	20.37
TOTAL	19195	24.56	18.52

* Also see page 41 of Resource Requirements Prediction Model FY-DC 74-75.

A PROFILE OF THE BUSINESS AND SOCIAL SCIENCE HOUSE AT DCCC - 1974-75*

PART I: Faculty Resource Summary

A. Faculty	#	% House	Salary Rate	Salary Distribution	% of all Instructional Salaries
Full-time	23.00	63.0(	14052	324033	24.23
Part-time (FTE)	13.54	37.0(	9000	121320	9.07
TOTAL FTE	36.54	100.00	12188	445353	33.30

B. Faculty Activities	SCH	% House	% All	Direct Cost Distribution	% for House
Scheduled Teaching					
College & University	24088	67.85	33.35	331525	63.57
Occupational & General	11411	32.15	15.80	189974	36.43
Developmental & Basic	-	-	-	-	-
TOTAL	35494	100.00	49.15	521499	100.00

* * * * * * *

PART II: House Direct Cost Summary

Object of Expenditure	$	% House	% of all Instruction
1. Personnel			
Faculty Compensation	445353	85.40	33.29
Staff Benefits	68739	13.18	5.14
Support Staff	3060	.59	.22
SUBTOTAL	517152	99.17	38.65
2. Supplies & Travel	4347	.83	.32
3. TOTAL	521499	100.00	38.97

4. Student Credit Hours(SCH)	#	[illegible]e Cost	College Unit Cost
College & University	24083	13.77	17.12
Occupational & General	11141	16.65	21.70
Developmental & Basic	-	-	20.37
TOTALS	35494	14.69	18.52

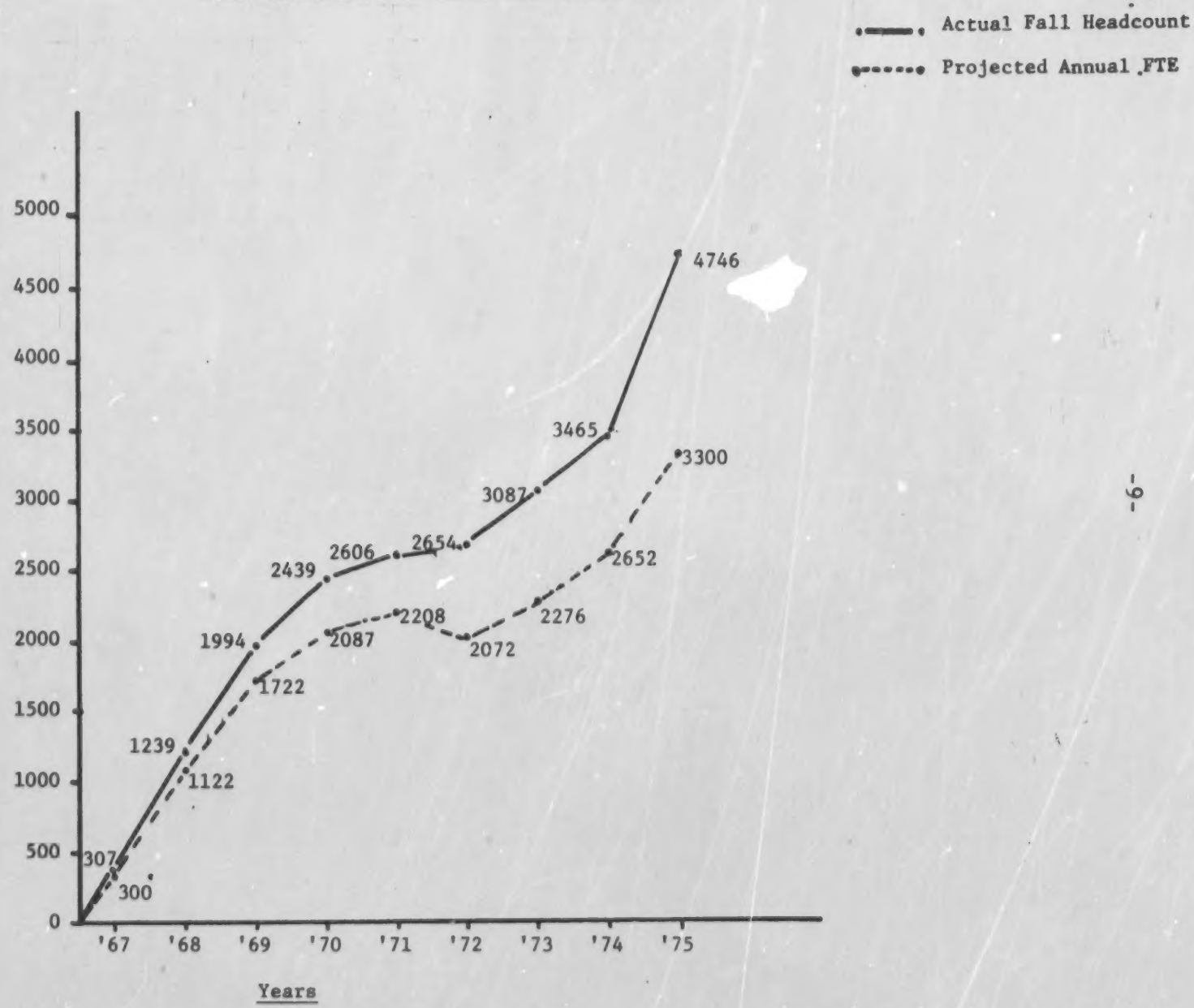
* Also see page 17 of Resource Requirements Prediction Model [illegible]-DC 74-75.

AN INSTITUTIONAL OVERVIEW OF
ACTIVITIES AND COSTS FOR INSTRUCTIONAL DISCIPLINES
FISCAL YEAR 1974-75

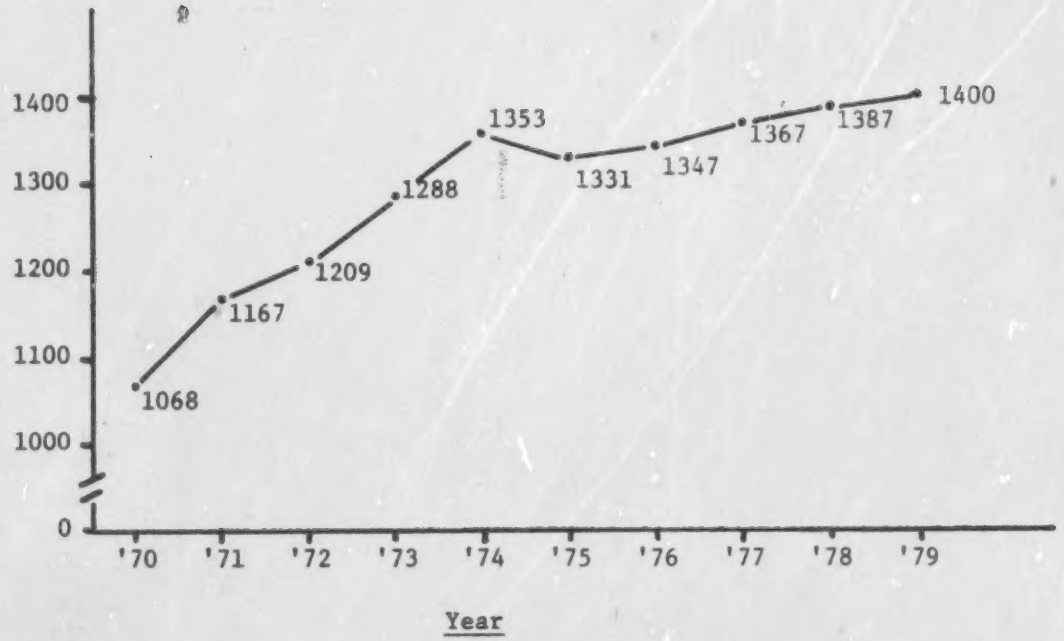
	STUDENT CREDIT HOURS		COSTS		
Discipline by Organizational Structure	#	% of Instructional Total	Total $	% of Instructional Total	Unit Cost
BUSINESS & SOCIAL SCIENCE	35494	49.16	521499	38.99	14.69
Accounting	3778	5.23	53397	3.99	14.13
Administration of Justice	2824	3.91	31664	2.37	11.21
Business Administration	4286	5.93	59609	4.46	13.91
Data Processing	1629	2.26	26540	1.98	16.29
Early Childhood Educa	1134	1.57	19537	1.46	17.23
Economics	902	1.25	12208	.91	13.53
Education	346	.48	5768	.43	16.67
Fire Science	144	.20	1970	.15	13.68
History	5888	8.15	71098	5.32	12.08
Health/Physical Education	69	.10	622	.05	9.01
Hotel/Restaurant Management	626	.87	15397	1.15	24.60
Political Science	2015	2.79	35987	2.69	17.86
Psychology	6165	8.54	71774	5.37	11.64
Retail Management	383	.53	6483	.48	16.93
Secretarial Science	1329	1.84	41536	3.11	31.25
Sociology	3976	5.51	67909	5.07	17.08
COMMUNICATIONS & HUMANITIES	17516	24.25	344588	25.75	19.67
Art	1422	1.97	28115	2.10	19.77
Drama	335	.46	7317	.55	21.84
English	11721	16.23	231076	17.28	19.71
French	177	.25	6353	.47	35.89
Humanities	458	.63	5283	.39	11.53
Music	525	.73	12678	.95	24.15
Philosophy	1402	1.94	22103	1.65	15.77
Reading	1005	1.39	22770	1.70	22.66
Spanish	471	.65	8893	.66	18.88
NATURAL & APPLIED SCIENCE	19195	26.59	471415	35.35	24.56
Biology	4034	5.59	83133	6.22	20.61
Chemistry	1696	2.35	42153	3.15	24.85
Engineering	70	.10	4014	.30	57.34
Electro-Mechanics	124	.17	3469	.26	27.98
Mathematics	7643	10.58	150821	11.28	19.73
Mechanical/Engineer	114	.16	6184	.46	54.25
Nursing	2148	2.97	100778	7.53	46.92
Physical Science	1228	1.70	25526	1.91	20.79
Physics	468	.65	18831	1.41	40.24
Respiratory Therapy	315	.44	14548	1.09	46.18
Science	310	.43	6796	.51	21.92
Technology	1045	1.45	15162	1.13	14.51
DCCC INSTRUCTION TOTAL	72205	100.00*	1337502	100.00*	18.52

* Detail may not add because of rounding.

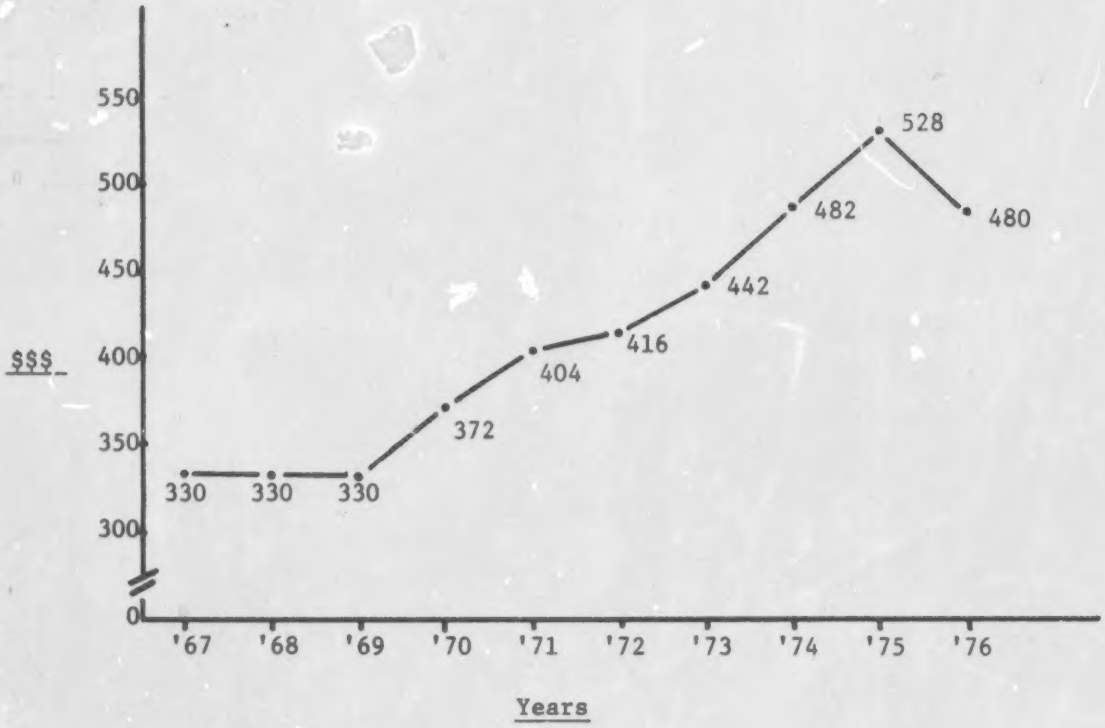
FALL ENROLLMENTS BY YEARS AND ANNUAL FTE'S



FTE COST BY YEAR

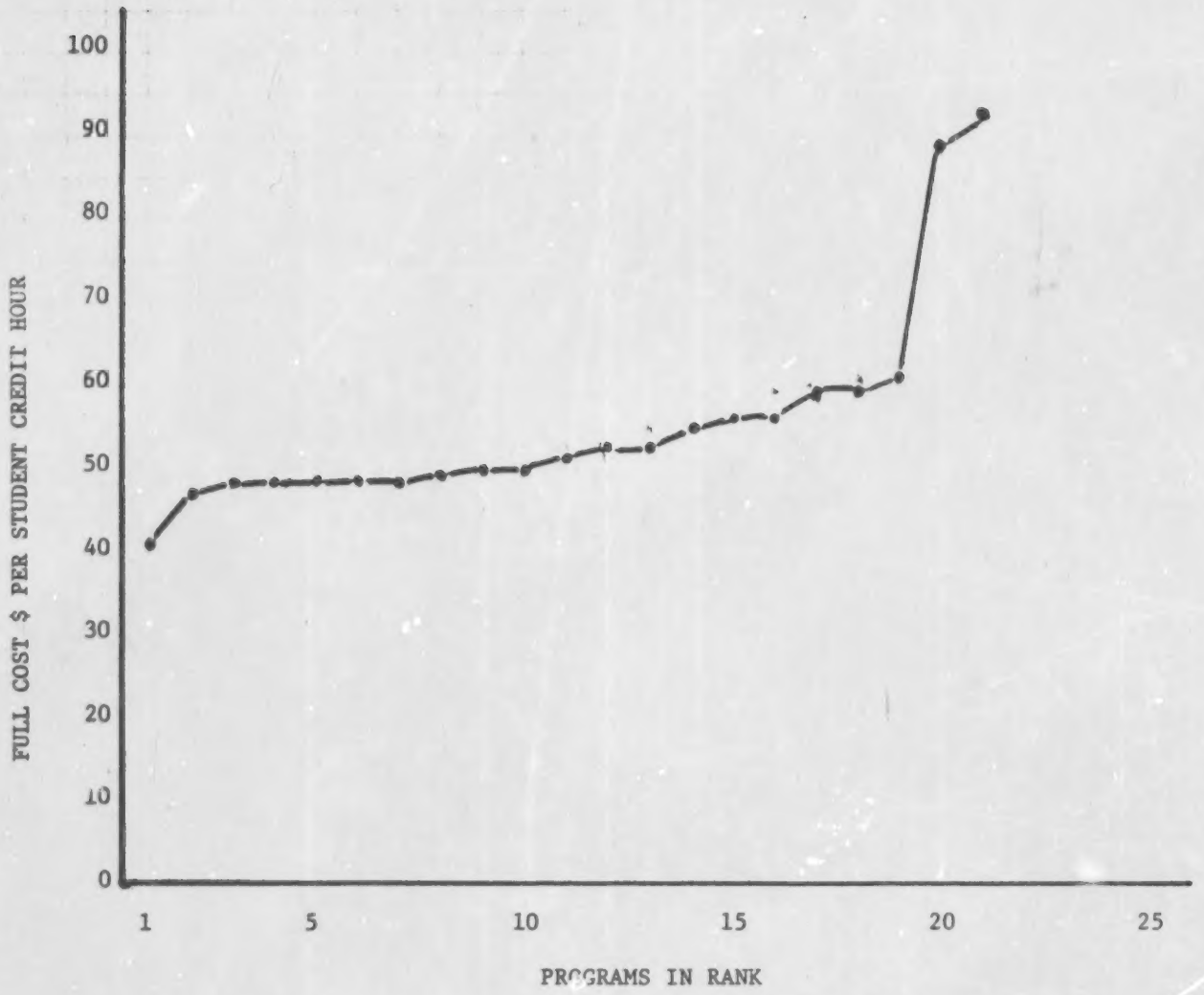


STUDENT TUITION (sponsor)



PROGRAM FULL COST PER STUDENT CREDIT HOUR

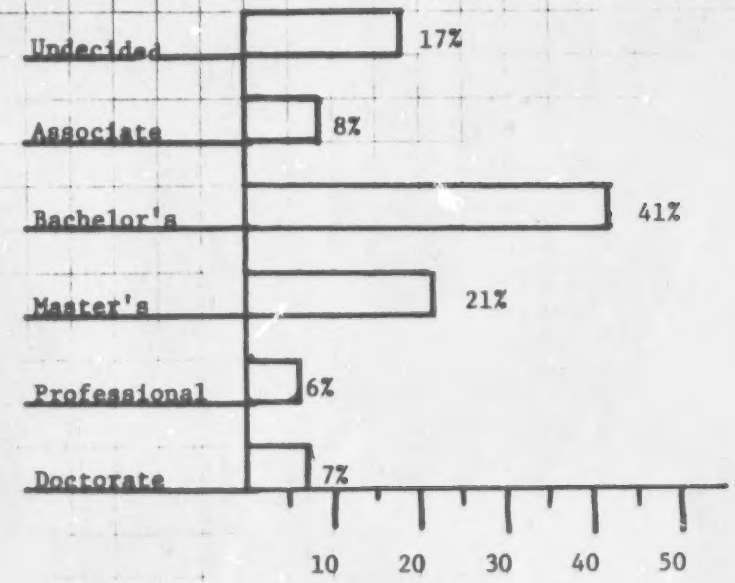
1974-1975



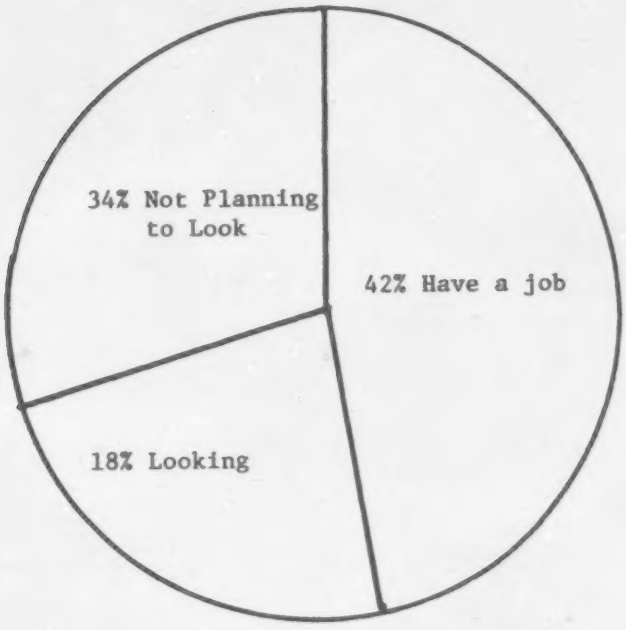
RANK	PROGRAM	FULL COST
1	Administration of Justice	41.75
2	Accounting	47.46
3	Business Administration	48.39
4	Business Management	48.01
5	Fire Science Technology	48.19
6	Undecided	48.39
7	Early Childhood Education	48.62
8	Data Processing	49.09
9	Retail Management	50.44
10	Liberal Arts	50.89
11	Clerical Studies	52.49
12	Basic	53.41
13	General Education	53.43
14	Natural Science	55.99
15	Hotel/Restaurant Management	56.33
16	Applied Technology	56.87
17	Legal Secretary	59.37
18	Executive Secretarial	59.48
19	Engineering	61.40
20	Respiratory Therapy	89.38
21	Nursing	93.29

1975 GRADUATES

HIGHEST DEGREE PLANNED



N = 169 responses from 1975 graduates



CURRENT JOB PLANS

CURRENT EDUCATIONAL PLANS

DELAWARE COUNTY COMMUNITY COLLEGE

A SUMMARY OF 1974-75 AND 1975-76 INSTRUCTIONAL CREDIT HOUR ACTIVITIES AND A PROJECTION OF 1976-77 AND 1977-78 INSTRUCTIONAL CREDIT HOUR ACTIVITIES

CONTENTS

1. Long Range Projections, 1975-1980
2. Enrollment Plan by Curriculum
3. Fiscal Year Student Credit Hours by Program
4. Fiscal Year Student Credit Hours by Discipline
5. Fiscal Year FTE Faculty by Discipline

This document is intended to be used in conjunction with the 1977-78 budget process.

R. Spencer
July 1976

08 25 '75

1975-1979 PROJECTIONS

1 body = 1.689 FTE

	ACADEMIC YEAR BODIES				ACADEMIC YEAR FTE			SUMMER TERMS, COMMUNITY SERVICE, VOLUNTEER FTE				
	RETURNING	NEW	OFF-CAMPUS	TOTAL HEADS	FTE ON-CAMPUS	FTE OFF-CAMPUS	TOTAL FTE ACAD. YEAR	SUM/INT/SP	TOTAL FTE REGULAR INST	COMMUNITY SERVICE	VOLUNTEER	TOTAL FT COLLEGE
1975-76 08/23/75	2462 (67%)	2360	-	4822	-	-	3325	230	3555	150	275	3980
1976-77	2700 (55%)	2500 8.6% ↑	-	5200	-	-	3675	325	4000 county-4300	150	275	4425
1977-78	2850 (55%)	2700 8.0% ↑	-	5550	-	-	3825	325	4150 county-4800	150	275	4575
1978-79	3080 (55%)	2900 7.4% ↑	-	5950	-	-	4100	350	4450 county-5400	150	275	4875
1979-80	3275 (55%)	3000 3.4% ↑	-	6275	-	-	4325	350	4675 county-5650	150	275	5100

ENROLLMENT PLAN BY CURRICULUM

PROGRAM (PCS)	FISCAL YEAR FTE 1 1974-75 Reg.	2 1975-76 Reg/Dev	3 1976-77 Reg/Dev	4 1977-78 Reg/Dev
1.1 College & University Parallel				
010 Business Administration	348	365/155	430/160	420/175
018 Engineering	44	49/ 18	55/ 20	55/ 22
015 Liberal Arts (Education, Journalism, Liberal Arts, Library Science, Pre-Law, etc.)	1293	844/280	930/290	930/320
024 Natural Science (Mathematics, Biology, Chemistry, Physics, Pre-Pharmacy, Pre-Medicine, Pre-Veterinary, etc.)	145	164/ 60	195/ 60	195/ 65
SUBTOTAL C&UP	1830	1422/513	1610/530	1600/582
TOTAL C&UP	1830	1935	2140	2182
1.2 Occupational/General				
Act 173				
167 Accounting	31	76/ 20	125/ 20	125/ 22
156 Administration of Justice	147	186/ 45	215/ 45	220/ 50
166 Applied Technology	68	68/ 30	100/ 30	100/ 32
150 Business Management	75	80/ 20	95/ 20	93/ 22
152 Clerical Studies	4	11/ 1	15/ 2	18/ 2
153 Data Processing	59	89/ 20	120/ 20	130/ 22
159 Early Childhood Education	75	98/ 25	100/ 25	100/ 27
162 Executive Secretarial Studies	68	69/ 16	79/ 16	84/ 17
157 Fire Science Technology	8	13/ 1	15/ 1	15/ 1
165 Hotel/Restaurant Management	56	52/ 16	61/ 16	65/ 21
168 Legal Secretarial	12	45/ 5	55/ 5	55/ 5
160 Nursing	114	135/ 0	135/ 0	135/ 0
164 Respiratory Therapy	16	17/ 0	20/ 0	20/ 0
161 Retail Management	38	38/ 15	50/ 15	50/ 17
XXX New Programs	-	-	-	60/ 0 **
SUBTOTAL Act 173	771	977/214	1185/215	1270/238
125 General Education	38	386/ 25	430/ 30	430/ 30
SUBTOTAL OCC/GEN	812	1363/239	1615/245	1700/268
TOTAL OCC/GEN	812	1602	1860	1968
INSTRUCTIONAL FTE STUDENTS	2642	3537	4000	4150
1.3 Community Education				
Continuing Education	120	150	150	150
Volunteer	248	275	275	275
SUBTOTAL	368	425	425	425
TOTAL ALL COLLEGE	3010	3962	4425	4575
* 1.4 Preparatory & Adult Basic Education		0/755	0/775	0/850

* These are developmental FTE students included within programs.

1 End-of-year enrollments.

2 Mid-year enrollment estimates for end-of-year.

3&4 Projected enrollments.

**The following programs are in the planning stages for 1977-78: Medical Sec/Asst., Industrial Lab Tech., Construction Tech., Human Services, Public Admin. Aide.

FISCAL YEAR STUDENT CREDIT HOURS
BY PROGRAM

	Program	Actual 74-75	Actual 75-76	Projected 76-77	Projected 77-78
UNK	Unknown	207	507	-	-
000	Undecided	10600	2478	-	-
010	Business Administration	9751	15068	16520	16660
011	Business Education	31	-	-	-
012	Elementary Education	376	-	-	-
013	Secondary Education	178	-	-	-
014	Journalism	107	-	-	-
015	Liberal Arts	22798	29816	33586	34412
017	Engineering	144	-	-	-
018	Engineering	1209	1986	2077	2132
019	Pre Pharmacy	18	-	-	-
020	Pre Dentistry	25	-	-	-
021	Pre Medicine	36	-	-	-
022	Pre Veterinary	67	-	-	-
023	Accounting	33	-	-	-
024	Natural Science	4027	6302	6482	7202
125	General Education	973	7742	11518	11518
150	Business Management	2031	2375	3111	3382
151	Civil Engineering Technology	12	-	-	-
152	Clerical Studies	112	272	450	530
153	Data Processing	1586	3140	3768	4091
155	Electronic Technology	32	-	-	-
156	Administration of Justice	4061	6358	7204	7481
157	Fire Science Technology	198	350	416	416
158	Medical Technology	119	-	-	-
159	Early Childhood Education	2223	3234	3695	3754
160	Nursing	3181	3828	3781	3781
161	Retail Management	1042	1457	1796	1851
162	Executive Secretarial Studies	1952	2117	2737	2910
164	Respiratory Therapy	459	552	578	578
165	Hotel/Restaurant Management	1578	1840	2177	2432
166	Applied Technology	1845	2696	3588	3643
167	Accounting	772	2555	3813	3866
168	Legal Secretarial	328	1408	1662	1662
169	Construction Technology	-	3	-	-
175	Career Education	-	51	-	-
180	Basic	65	-	-	-
256	Law Enforcement	21	-	-	-
	TOTAL	72187	96135	108959	112301

7/1/76

FISCAL YEAR STUDENT CREDIT HOURS BY DISCIPLINE

Discipline	Actual 74-75	Actual 75-76	Projected 76-77	Projected 77-78
Accounting	3783	4995	5781	5920
Administration of Justice	2826	3456	9379	4099
Business	4282	4956	5790	5982
Data Processing	1633	2701	3291	3442
Early Childhood Education	1133	1316	1465	1492
Economics	897	1227	1472	1492
Education	339	681	807	824
Fire Science Technology	138	297	469	472
History	5895	7449	8187	8355
Health/Physical Education	76	84	103	105
Hotel/Restaurant Management	625	619	753	831
Political Science	2019	2421	2759	2821
Psychology	6161	8607	9418	9607
Retail Management	384	339	374	388
Secretarial	1330	2148	2589	2713
Social Science	9	-	-	-
Sociology	3981	4476	4712	4816
	35511	45772	51949	53359
Art	1422	1704	2058	2103
Drama	333	403	464	475
English	11709	15987	18159	18627
French	186	243	284	290
Humanities	453	618	776	799
Music	517	1019	1199	1225
Philosophy	1401	1542	1769	1803
Reading	1007	1644	1704	1757
Spanish	474	489	596	608
	17502	23649	27009	27687
Biology	4028	5682	6046	6102
Chemistry	1698	2401	2646	2673
Construction Technology	-	687	643	649
Engineering	66	-	-	-
Electro-Mechanical Technology	124	180	217	234
Mathematics	7634	11082	12414	12707
Mechanical/Engineering Technology	116	138	160	173
Nursing	2137	2421	2530	2536
Physical Science	1223	1699	1565	1589
Physics	468	523	638	657
Respiratory Therapy	314	324	371	372
Science	312	308	404	417
Technology	1049	951	1061	1121
	19169	26396	28665	29230
Cooperative Work Experience	-	216	282	303
General Career Studies	-	102	103	109
TOTAL	72187	96135	108008	110688

UNIVERSITY OF CALIF.
LOS ANGELES
DEC 3 1976
CLEARINGHOUSE FOR
JUNIOR COLLEGES

FISCAL YEAR FTE FACULTY BY DISCIPLINE

	76-77 AY FT	76-77 AY PT	76-77 SS PT	76-77 FY Total	77-78 AY FT	77-78 AY PT	77-78 SS PT	77-78 FY Total
Accounting	3.81	1.64	.50	5.95	3.90	1.68	.51	6.09
administration of Justice	2.11	.91	.25	3.27	2.17	.94	.26	3.37
Business	3.68	1.59	.31	5.58	3.80	1.64	.32	5.76
Data Processing	2.55	1.10	.13	3.78	2.66	1.15	.14	3.95
Early Childhood Education	1.23	.53	.09	1.85	1.25	.54	.09	1.88
Economics	1.10	.48	.04	1.62	1.13	.49	.03	1.65
Education	.71	.31	-	1.02	.74	.32	-	1.06
Fire Science Technology	.44	.19	-	.63	.44	.19	-	.63
History	4.78	2.06	.64	7.48	4.88	2.10	.65	7.63
Health/Physical Education	.06	.03	-	.09	.06	.03	-	.09
Hotel/Restaurant Management	.88	.38	.12	1.38	.97	.42	.14	1.53
Political Science	1.83	.79	.29	2.91	1.87	.81	.29	2.97
Psychology	5.34	2.29	.79	8.42	5.45	2.34	.80	8.59
Retail Management	.26	.12	.05	.43	.28	.12	.05	.45
Secretarial	2.74	1.18	.15	4.07	2.87	1.24	.16	4.27
Sociology	3.26	1.40	.70	5.36	3.33	1.44	.71	5.48
Business & Social Science House	34.78	15.00	4.06	53.84	35.80	15.45	4.15	55.40
Art	1.75	.75	-	2.50	1.78	.77	-	2.55
Drama	.41	.18	-	.59	.42	.19	-	.61
English	17.14	7.35	1.53	26.02	17.59	7.54	1.57	26.70
French	.57	.25	-	.82	.58	.26	-	.84
Humanities	.47	.21	-	.68	.48	.21	-	.69
Music	1.55	.67	-	2.22	1.58	.69	-	2.27
Philosophy	1.22	.53	.14	1.89	1.25	.54	.14	1.93
Reading	1.98	.85	.25	3.08	2.03	.88	.26	3.17
Spanish	.64	.28	-	.92	.65	.29	-	.94
Communications & Humanities House	25.73	11.07	1.92	38.72	26.36	11.37	1.97	39.70
Biology	4.64	2.00	.79	7.43	4.69	2.02	.80	7.51
Chemistry	2.05	.89	.33	3.27	2.08	.90	.33	3.31
Electro-Mechanical Technology	.25	.12	-	.37	.28	.12	-	.40
Mathematics	10.11	4.34	.84	15.29	10.36	4.44	.86	15.66
Mechanical/Engineering Technology	.44	.20	-	.64	.47	.21	-	.68
Nursing	5.20	2.24	.38	7.82	5.08	2.18	.58	7.84
Physical Science	1.22	.53	.42	2.17	1.25	.54	.43	2.22
Physics	1.08	.47	-	1.55	1.12	.49	-	1.61
Respiratory Therapy	.80	.35	-	1.15	.80	.35	-	1.15
Science	.39	.17	-	.56	.40	.18	-	.58
Technology	.82	.36	-	1.18	.86	.38	-	1.24
Natural & Applied Science House	27.00	11.67	2.76	41.43	27.39	11.81	3.00	42.20
COLLEGE TOTALS	87.51	37.74	8.74	133.99	89.55	38.63	9.12	137.30

7/1/76